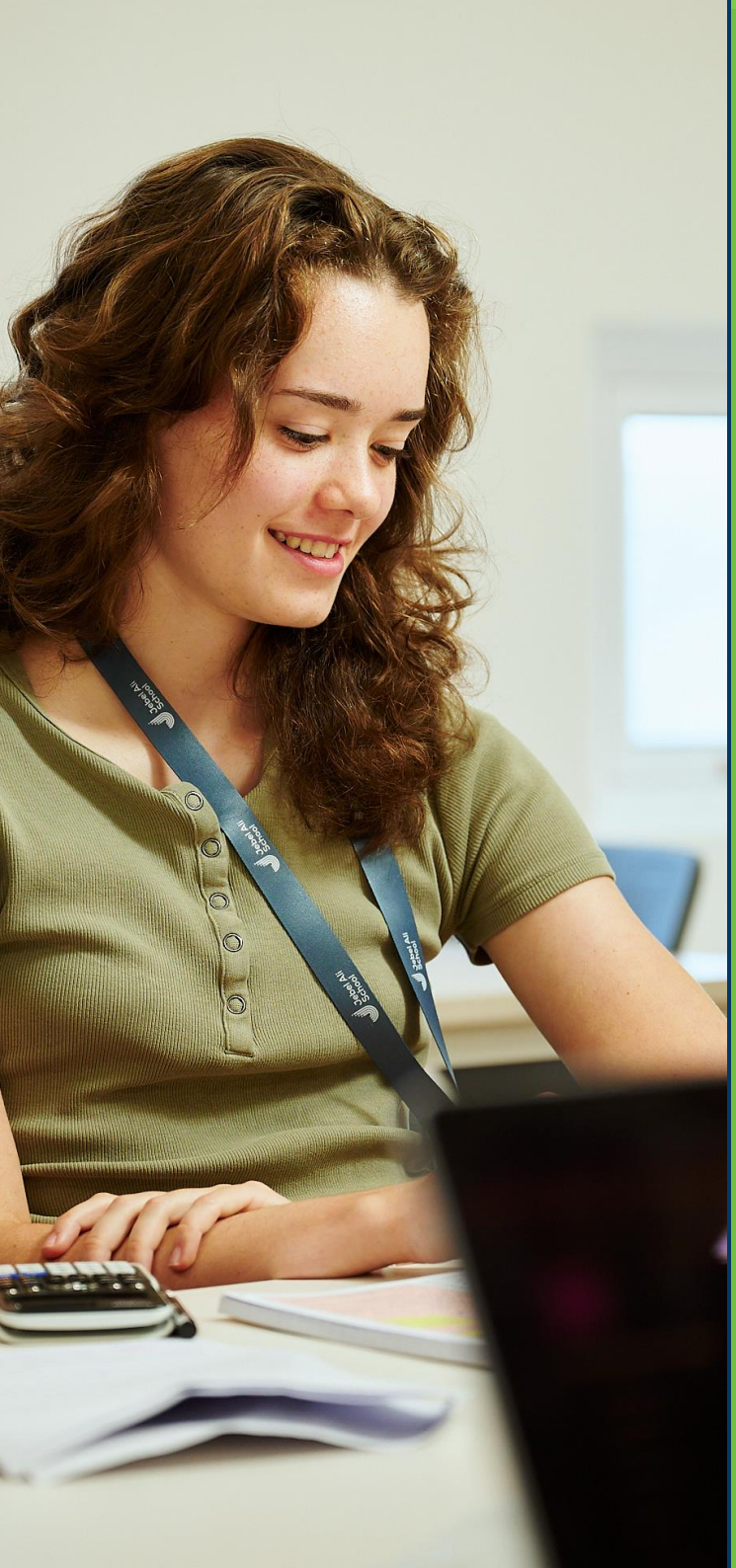


# Jebel Ali School
# Sixth Form Prospectus

**BELONG. BELIEVE. BECOME. BETTER IS ALWAYS POSSIBLE.**



## Contents


| | |
|---|---|
| Welcome to JAS | 3 |
| Curriculum and Pathways | 5 |
| Pastoral Care & Wellbeing | 7 |
| Timetable | 8 |
| THRIVE Programme | 9 |
| Options and Aspirations provision | 16 |
| Dress Code | 17 |
| Admissions Process | 20 |
| Options & Subject Outlines | 22 |
| Key Glossary | 57 |



**Mr. S Jodrell**
Principal



**Mrs. E Wade**
Headteacher

# Welcome to Jebel Ali School Sixth Form

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 49-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 cohorts 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 Sixth Form at Jebel Ali School. Our Sixth Form has continuously grown over the last few years, which has allowed us a greater scope of A level and BTEC subjects, as well as being able to develop our broad range of super-curricular 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 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 super-curricular programmes that allow each student to pursue their interests and make informed decisions about their future.
- ★ Develop confident, independent and responsible learners.
- ★ Create a safe and welcoming environment that promotes staff and student wellbeing and happiness.
- ★ Advise and enable each student's options and aspirations in preparation for higher education and employment.
- ★ Sustain the "Better is always possible" ethos of the school through leadership opportunities and community contributions.



**Ms. M Boocock**
Assistant Headteacher
Post 16 provision

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

***Franklin D. Roosevelt.***



**Mr. S. Johnson**
Deputy Headteacher

***"You must expect great things of yourself before you can do them."***

***Michael Jordan***

# Curriculum

At Jebel Ali School, we follow the British curriculum and offer an extensive choice of pathways in Sixth Form. Students can select from **24 A Level subjects** as well as a broad range of **BTEC qualifications**, creating a programme of study that best suits their strengths, interests, and future ambitions.

Most students study **three or four A Levels**, a **blend of A Levels and BTEC**, or a sole **BTEC route.** Some subjects may also follow modular routes where this supports stronger student outcomes. Assessments can be theoretical, practical, or a combination of both, depending on the discipline. BTEC courses, in contrast, are assessed through regular assignments across the two years. This provides an excellent option for students who prefer continuous assessment and a more applied, vocational style of learning. We are offering A Levels and the BTEC Subsidiary Diploma (equivalent to **one A level)**, and BTEC Diploma (equivalent to **two A Levels**).

Across all pathways, students receive purposeful teaching time and are supported to learn, consolidate, and apply knowledge with increasing independence. Our emphasis on **ongoing revision and retrieval practice -** combined with **blended learning tools -** means students can revisit content as often as needed, building confidence and long-term mastery.

### Academic Progress

When students join our Sixth Form, they complete a **cognitive abilities assessment (CAT4)**. We use this not to fix expectations, but as a **reference point** to better understand how each student learns and the approaches that may best support their progress.

Our focus is on creating an environment where every learner is **challenged to flourish**. Regular tracking of progress throughout the two years allows us to celebrate strengths and, where needed, put in place timely support. Teachers use assessment information and classroom insight to guide students in developing the resilience, independence, and ambition needed to achieve their potential.

Upon applying to JAS Sixth Form, students will be invited to attend a guidance interview with a member of the Sixth Form team. We know that there is a 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.

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 may be supported with timetabled Maths or English lessons alongside their A Level lessons.

**Options information is available from Page 22**

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**



**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.

# 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 wellbeing, independence, interests, aspirations and personal progress of our students.

All A Level subjects and the BTEC courses, are allocated six hours per week. The BTEC Diploma courses are allocated twelve hours per week. Students are timetabled study periods to complete independent work and revision. Our timetable operates both single lessons and double lessons to encourage deeper learning and allows teachers flexibility in how they deliver content. We also expect students to take some allocated time each week for other responsibilities, such as completing super-curricular activities, leadership roles or community contributions.

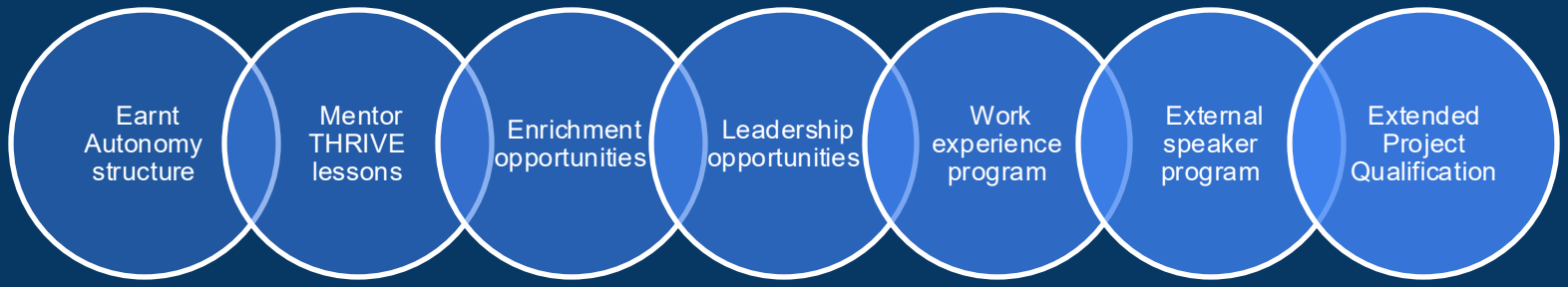
Within our Earnt Autonomy programme, students who demonstrate that they are managing the demands of sixth form expectations, will be able to take one afternoon of Early Leave per week, depending on their timetable. This enables students to develop their independence skills and prepare them to manage workload during examinations, University and throughout their career. Students are expected to be independently working from home during this time.

| MONDAY - THURSDAY | |
|---|---|
| P1 | 7:40-8:35 |
| P2 | 8:40-9:35 |
| P3 | 9:40-10:35 |
| Break | |
| P4 | 10:55-11:50 |
| P5 | 11:55-12:50 |
| Lunch | |
| P6 | 13:30-14:25 |
| P7 | 14:30-15:25 |

| FRIDAY | |
|---|---|
| P1 | 7:40-8:15 |
| P2 | 8:15-8.50 |
| P3 | 8.50-9.25 |
| P4 | 9.25-10 |
| Break | |
| P5 | 10.20-10.55 |
| P6 | 10.55-11.30 |

# THRIVE 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 THRIVE 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.






**Ms M. Boocock**
Assistant Headteacher Post 16 provision

*"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 THRIVE 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!"*

# THRIVE Programme – Earnt autonomy programme

## Earnt Autonomy programme

At Jebel Ali School, we recognise that the transition to sixth form requires support. The Earned Autonomy Programme is a pastoral structure carefully designed to support students as they transition into Sixth Form by providing independence in line with their demonstrated readiness and responsibility. Through ongoing monitoring, guidance, and clear expectations, students are able to earn additional privileges as they show they can manage the demands of Sixth Form successfully. The programme is rooted in support, ensuring that appropriate interventions, mentoring, and encouragement are in place every step of the way. Its purpose is to help students develop the maturity, self-discipline, and confidence needed to thrive both academically and personally in a more independent learning environment.

| Green | Amber | Red |
|---|---|---|
| Privileges: | | |
| - Student can take early leave once per week<br>- Student can leave site at lunch time | - Student can leave site at lunch time | - Student cannot leave site during lunch time<br>- Study periods to be completed in the school library<br>- Monitoring report |
| Criteria: | | |
| - Punctual to school and lessons every day<br>- Attendance > 96%<br>- All h/w completed<br>- No behavioural concerns<br>- Academically on/near target | • Punctuality concerns<br>• Attendance < 96%<br>• Work submission concerns<br>• Academically below target | • Persistent attendance/punctuality concerns<br>• Repeated concerns around work submissions<br>• Academically below target<br>• Behavioural concerns |



**Ms M. Boocock**
Assistant Headteacher – Post 16 Provision

*The Earned Autonomy Programme is a supportive pastoral framework that helps students develop independence and earn greater privileges through demonstrated responsibility, with guidance and interventions provided throughout their transition into Sixth Form.*

# THRIVE Programme - Tutor Programme



**Ms E Hitie**
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."***

Each student is assigned a tutor based on their subject specialism ensuring that students can be pastorally and academically supported throughout their sixth form journey. This small group of students will meet every morning during the dedication mentor session. The tutor plays a key role in delivering guidance, monitoring progress and helping students to stay on track with both their students and personal development.

**Tutor time**

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 THRIVE Programme.

- THRIVE - These sessions encourage students to reflect upon and develop study skills and values required to successfully manage the transition into sixth form. Development of said skills will not only help students whilst at Sixth Form, but also whilst at University and throughout a student's career. THRIVE also support students in engaging their future aspirations through a structured a guided approach, including participation in our external speaker programme, completion of work experience and research into MOOCs, career pathways and university opportunities.

- Moral & Social Education - As directed by the KHDA, Moral & Social Education is delivered to all JAS students. These sessions explore topics including; character and morality; the individual and the community; civic studies; and cultural studies.

# THRIVE Programme – External speaker and Work experience

**JAS External Speaker programme:**

The Jebel Ali External Speaker programme forms an integral part of our THRIVE programme, providing students with direct access to professionals from a wide range of industries and career sectors. Through a series of carefully arranged talks and workshops, external speakers share valuable insights into their career fields, personal journeys and the realities of their profession. This enables students to develop a deeper and more realistic understanding of different careers, helping them to make informed decisions about their futures.

**JAS Work experience programme:**

The Jebel Ali work experience programme is a valuable opportunity offered to Year 12 students, designed to provide meaningful industry experience that supports the min making informed decisions about their future university courses and career pathways. Scheduled in the final term of Year 12, the programme enables students to gain first hand insight into professional environments and develop a clearer understanding of their chosen field. Throughout the year, students will be supported during tutor time sessions in preparing professional CV's, equipping them with the skills needed to approach employers confidently.  For those who are unable to obtain a placement, we will provide guidance in completing MOOC (Massive Open Online Courses) or engaging in alternative super-curricular opportunities, ensuring that every student benefits from a purposeful and enriching experience.



**Mr. S. Barber**
Head of Year 13

***"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."***

# THRIVE Programme - 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 extend beyond 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 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 **must 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***



**Dr. Aliaa Aly**
Head of EPQ

# THRIVE Programme – Student leadership and Enrichment

**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.

**Duke of Edinburgh award:**

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.



**Mr. Cai Roberts**
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."***

# THRIVE Programme – Super-curricular programme

**Student lead Extra Curricular activities:**

All Sixth Form Students are expected to make a contribution to our JAS community, that may be through the variety of leadership, volunteering or mentoring opportunities outlined above. It could also include: leading an Extracurricular Activity or a Jebel Ali School Society for younger students in throughout the school. We have a range of student led ECA's including Medical ,Society, engineering society, Debate club and the Period Empowerment Scheme. Students are encouraged to lead their own ECA based on their passions, subject specialisms and future career aspirations.

**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.



**Mrs. E Hitie**
**Academic Mentoring Leader**



**Ms C Bate**
**Peer Coaching Leader**

# Options and Aspirations Provision

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. Careers exploration starts early and from Year 7, 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.

**Post-16 Pathways**

At Jebel Ali School, we recognise that our students apply to universities across the world, and while application processes vary – from UCAS in the UK to the Common Application in the US – every student receives exceptional guidance through their journey. Our experienced team including tutors, Heads of Year and our Options and Aspirations advisor, work closely with each student to provide tailored advise aligned to their interests and ambitions. Using Unifrog, students access a comprehensive careers programme that supports university research, career exploration and can develop a digital record of achievement. Through our THRIVE programme, students are also supported and encouraged to undertake work experience and MOOCs, helping them build valuable skills, industry insight and a strong profile for future university and career opportunities.



**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."***

# 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 formal appearance for all of our learners and promotes independence, responsibility and individuality. Such skills will be essential when students later prepare for work experience, interviews and employment.

**General Guidelines**

- Students' must dress in professional business attire
- All clothing must respect the local culture - must fit so that students are able to always maintain decency.
- Hats and visible tattoos are not permitted.

**Hair**

- Hair colour must be natural and hair accessories must not be excessive
- Hair must not be shaved into shapes or patterns.

**Jewellery and Piercings**

- Minimal jewellery is allowed but must be discreet.
- Excessive styles, bars and large loops are not permitted.
- Students will need to be able to remove any jewellery for PE or practical subjects

**Make up and Nails**

- Make up should be natural and professional at all times
- Students are permitted to have their nails decorated, provided they are a appropriate and practical length for school activities.



# Dress Code

**Tops**

- Formal collared shirt that could be worn with a tie. The shirt may be long sleeves 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.
- Suits, suit jackets, ties or bow ties are optional.
- Casual tops such as polo shirts, t-shirts, strappy tops, sweatshirts, or hoodies are not permitted.

**Bottoms:**

- Formal tailored trousers
- Formal tailored skirt or dress that take into account the local culture - is no shorter than knee length, tight fitting skirts or dresses are not permitted.
- Casual trousers (e.g cargo, jeans, leggings, jeggings, etc) are not permitted

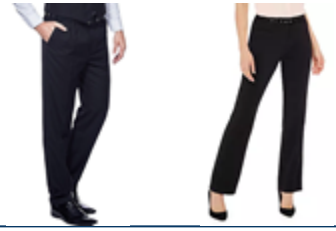
**Shoes**

- Shoes must be a formal polished leather suit shoe for males. and a smart, closed toe shoe for females.
- Casual footwear (e.g casual sandals, canvas shoes, trainers, loafers are not permitted.

**PE Kit**

- Students must wear the Jebel Ali School PE top, shorts or leggings
- Cycling shorts, short or tight shorts are not permitted.



| PERMITTED | | NOT PERMITTED |
|---|---|---|
|  | ✓ Formal round or 'V' neck jumper or cardigan.<br><br>✗ Hoodies, sweatshirts or printed jumpers. |  |
|  | ✓ Formal collared shirt that could be worn with a tie. Or formal blouse<br><br>✗ Casual tops such as polo shirts, t-shirts, strappy tops, sweatshirts, or hoodies are not permitted. |  |
|  | ✓ Formal trousers<br><br>✗ Casual trousers, cargo, jeans, leggings, jeggings, etc) are not permitted |  |
|  | ✓ Formal skirt or dress.<br><br>✗ Skirt or dress above the knee, bare shoulders and translucent fabric. |  |
|  | ✓ Formal polished shoes, low heel and back strap/support.<br><br>✗ Loafers, high heels, flip-flops, sandals, canvas shoes or trainers. |  |

# Admissions Process

Whether you are already part of the Jebel Ali School community or joining us for the first time, we're delighted you're considering Sixth Form with us. Choosing where to spend these two pivotal years is a big decision, and we want the process of applying to be as clear and straightforward as the experience itself.

Current JAS students move into Sixth Form through our internal admissions process, outlined on the following page. Families joining us from other schools, whether from within the UAE or overseas, apply externally via jas.openapply.com, with full details also following in this booklet.

We know that behind every application is a student weighing up their future, and a family wanting the best possible guidance to support that decision. Our Sixth Form and Admissions teams are here to help at every stage - please don't hesitate to reach out with any questions.

**Key Dates — Entry to Year 12, September 2027:**

| Stage | Timing |
|---|---|
| Open Tours for Prospective Families | September – December 2026 |
| Options Evening | 27 November 2026 |
| External applications | Open year-round, rolling basis — no deadline, but subject availability may change |
| Entrance Interviews | February – April 2027, scheduled after mock exam results, on a rolling basis<br><br>Tours will run alongside interviews for external applicants. |
| Admission Decision Letters | 31 March 2027. From April, issued on a rolling basis following interview. |
| Offer Acceptance | Within seven days of the offer letter. |
| GCSE Results Day confirmation | 19 August 2027, by 2:00pm UAE time |

# Internal Admission to JAS Sixth Form (Current Year 11 student at JAS)

To receive a place in Sixth Form, students must meet both the overall entry criteria and the entry criteria for the specific subjects they are applying for.

| Subject Entry Criteria | |
|---|---|
| **Entry Criteria** | **Subjects** |
| **Sixth form Entry** | 5 pass grades (Grade 4) and above |
| **5 Pass grades including GCSE Grade 5 in Mathematics and English Language** | BTEC Business Diploma, BTEC Business, BTEC Sport, BTEC Travel and Tourism, BTEC Performing Arts |
| **GCSE Grade 6** | Arabic, Art & Design, Business, Design & Technology, History, Media Studies, Music, Photography, Physical Education, Politics, Psychology, Sociology, |
| **GCSE Grade 6 plus Mathematics Grade 6** | Computer Science |
| **GCSE Grade 7** | English Literature, English Language, French, Geography, Mathematics, Spanish |
| **GCSE Grade 7 plus Mathematics Grade 7** | Biology, Chemistry, Physics, Economics |
| **GCSE Grade 7 and must also be taking Mathematics A Level** | Physics |
| **GCSE Grade 9** | Further Mathematics (Completion of Further Mathematics GCSE is desirable) |
| *N.B. Some subjects include additional desirable criteria. Please see the individual subject pages in the prospectus for full details of the entry requirements.* | |

- Alongside maintaining positive behaviour and engagement with learning.
- Students entering Sixth Form must reflect JAS values and demonstrate a genuine commitment to their studies.

## Internal Admission to JAS Sixth Form (Current Year 11 student at JAS) continued

The admissions process begins with our Options Evening in Term 1 of Year 11, where students and parents are invited to explore subject offerings and entry requirements. Students then confirm their option choices and attend an interview with a member of the Sixth Form team. Conditional offers are issued once mock exam results are available, and parents are asked to pay a re-registration deposit to secure the student's chosen subjects.

We very much hope all students will continue their journey with us; however, if an offer is not confirmed and the deposit is not paid, we are unable to hold a place, and the student will be considered a leaver, with leaving documentation provided. Following Results Day, offers are confirmed and, where needed, subject option adjustments are made.







**External Admissions to JAS Sixth Form:**

Applications must be submitted online via jas.openapply.com, with the following documentation:

- School reports: End of Year 10 (Grade 9) and most recent full school report from Year 11 (Grade 10), ***including predicted grades or mock examination results where available.***
- Referee contact details (tutor or Head of Year) at the current school
- Most recent CAT4 or standardised test results, where available
- Details of any SEND or medical conditions we should be aware of
- An application fee of AED 525 (inclusive of 5% VAT) is payable; this is refunded if the application is unsuccessful.

Internal applicants are prioritised, but external applications are considered year-round on a rolling basis - there is no fixed application window or closing date, however subjects may reach capacity so we recommend applying as early as possible to secure your preferred subject combination.

Interviews take place from February 2027 after mock exam results are available. Following interview, conditional offers are issued and parents are asked to pay a deposit within five working days to secure the place. Final offers are confirmed on GCSE Results Day once grades are received and verified.
For entry into A Level and BTEC courses, students must achieve a minimum of five passes at GCSE (Grade 4 or above) or equivalent (Pass at BTEC), alongside a positive attitude to learning. Please refer to the Options Information section for subject-specific requirements.

Applicants from other curricula (e.g. IB, American, Australian) who are not completing GCSEs will be required to sit entry assessments: a CAT4 cognitive ability test, and subject-specific papers for any subject where A Level content builds directly on GCSE knowledge. Conditional offers are issued based on assessment performance, attainment in school reports, and an interview. All applicants must demonstrate the English language proficiency needed to access A Level teaching and written examinations in English.



OPTIONS

## A Level Options

- Fine Art
- Arabic
- Biology
- Business
- Chemistry
- Computer science
- Design & Technology
- Economics
- English Language
- English Literature
- French
- Geography
- History
- Mathematics
- Further Mathematics
- Media Studies
- Music
- Photography
- Physical Education
- Physics
- Politics
- Psychology
- Sociology
- Spanish

## BTEC Options

- Business BTEC Subsidiary Diploma (1 A level)
- Business BTEC Diploma (2 A Levels)
- 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 and course availability is 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 A-Level

**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 (research question)

**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**

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **9AA0** |
| Structure | **Linear** |
| Specification | **LINK** |

# Fine Art A-Level



**Mrs E Scarr**
Head of Art and Photography

A Level Fine Art 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 Fine Art 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.

## Entry Requirements

GCSE **Grade 6**

Previous study is **desirable**

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **9FA0** |
| Structure | **Linear** |
| 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% |



**Mr M Towlson**
Head of Science

**Entry Requirements**

GCSE **Grade 7 in Biology, or 7/7 Combined Science**

**Mathematics Grade 7**

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **YBI11*** |
| Structure | **Modular** |
| Specification | **LINK** |

# Biology: International A-Level

The Biology International 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.

**IAS topics (Units 1–2):** Molecules, diet, transport and health; cells, development, biodiversity and conservation.

**IA2 topics (Units 4–5):** Energy, environment, microbiology and immunity; respiration, internal environment, coordination and gene technology.

**Practical skills (Units 3 and 6):** Practical Skills in Biology I and II, assessed through written exams.

**Assessment:** Six externally assessed written exams. Normally Units 1–3 are taken in Year 12 (IAS) and Units 4–6 in Year 13 (IA2). Exams are available in January, June and October. Students complete 18 core practicals. IAS contributes 50% of the full IAL.

*Current specification shown; due to change in February 2027.

| Component | Assessment Type | IAL Weighting |
|---|---|---|
| Units 1 and 2<br>**IAS theory** | **Written Examinations:**<br>90 minutes each | 20% each |
| Units 4 and 5<br>**IA2 theory** | **Written Examinations:**<br>105 minutes each | 20% each |
| Units 3 and 6<br>**Practical skills** | **Written Examinations:**<br>80 minutes each | 10% each |

# Business: International A-Level

Explore how businesses compete, grow and make decisions in a changing global economy, while developing analytical, numerical and evaluative skills.

**Theme 1: Marketing and people (IAS)**

- Meeting customer needs
- the market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

**Theme 2: Managing business activities (IAS)**

- Planning a business and raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

**Theme 3: Business decisions and strategy (IA2)**

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

**Theme 4: Global business (IA2)**

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and multinational corporations (MNCs)

Assessment: Four modular written examinations. Units 1–2 are IAS; Units 3–4 are IA2. Each unit is worth 25% of the full IAL. No coursework.

| Component | Assessment Type | IAL Weighting |
|---|---|---|
| **Unit 1: Marketing and people** | Written exam: 120 minutes | **25%** |
| **Unit 2: Managing business activities** | Written exam: 120 minutes | **25%** |
| **Unit 3: Business decisions and strategy** | Written exam: 120 minutes | **25%** |
| **Unit 4: Global business** | Written exam: 120 minutes | **25%** |



**Mrs L Secker**
Head of Business and Economics

**Entry Requirements**

GCSE **Grade 6**

Previous study is **desirable**

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **YBS11** |
| Structure | **Modular** |
| Specification | **LINK** |

# BTEC International Level 3 Subsidiary Diploma in Business



**Mrs E Sweet-Jones**
BTEC course co-ordinator

**Entry Requirements**

GCSE **Grade 5** in Economics or Business, and GCSE **Grade 5** in Mathematics and English

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **Level 3** |
| Specification | **LINK** |

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:<br>**Exploring Business**<br>**Research and Plan a Marketing Campaign** | 90<br>90 |
| 2 Optional units (to be decided by JAS staff) for example:<br>**Human Resources, Investigating Customer Service, Investigating Retail Business, Digital Marketing, Market Research, Branding, Health and Safety in the Workplace** | 60-90 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:<br>**Exploring Business**<br>**Research and Plan a Marketing Campaign**<br>**Business Finance**<br>**Managing an Event**<br>**Business Decision making** | 90<br>90<br>90<br>90<br>120 |
| 4 Optional units (to be decided by JAS staff) for example:<br>**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 5** in Economics or Business, and GCSE **Grade 5** in Mathematics and English

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **Level 3** |
| Specification | **LINK** |

# Chemistry: International A-Level

Chemistry is all around you, so studying Chemistry at International 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.

**IAS topics (Units 1–2):** Structure, bonding, organic chemistry, energetics, group chemistry, halogenoalkanes and alcohols.

- **IA2 topics (Units 4–5):** Rates, equilibria, further organic chemistry, transition metals and organic nitrogen chemistry.
- **Practical skills (Units 3 and 6):** Written exams covering practical skills in Chemistry I and II.

**Assessment:** Six externally assessed written exams. Normally Units 1–3 are taken in Year 12 (IAS) and Units 4–6 in Year 13 (IA2). Exams are available in January, June and October. Students complete 16 core practicals. IAS contributes 50% of the full IAL.

*Current specification shown; due to change in February 2027.

| Component | Assessment Type | IAL Weighting |
|---|---|---|
| Units 1 and 2<br>**IAS theory** | **Written Examinations:**<br>90 minutes each | 20% each |
| Units 4 and 5<br>**IA2 theory** | **Written Examinations:**<br>105 minutes each | 20% each |
| Units 3 and 6<br>**Practical skills** | **Written Examinations:**<br>80 minutes each | 10% each |



**Mr M Towlson**
Head of Science

**Entry Requirements**

GCSE
**Grade 7 in Chemistry**
**or**
**7/7 Combined Science,**
Mathematics **Grade 7.**

Advised to take alongside Maths A Level

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **YCH11*** |
| Structure | **Modular** |
| Specification | **LINK** |

# Computer Science A-Level

AQA A-level Computer Science (7517) is a linear qualification designed to develop programming, computational thinking, problem-solving and a broad understanding of computer science. Assessment combines two examinations with a practical project.

- **Paper 1: Programming**

**2 hours 30 minutes • 100 marks • 40%**

On-screen examination. Students demonstrate programming ability, computational thinking and theory from programming, data structures, algorithms and theory of computation, alongside systematic problem-solving skills.

- **Paper 2: Theory of Computer Science**

**2 hours 30 minutes • 100 marks • 40%**

Written examination covering data representation, computer systems, computer organisation and architecture, consequences of computing, networking, databases, Big Data and functional programming.

- **Non-exam assessment: Computing Practical Project**

**75 marks • 20%**

A practical project in which students use the knowledge and skills gained through the course to solve or investigate a practical problem using a systematic approach to problem solving.

| Component | Assessment Type | Weighting |
|---|---|---|
| Component 1: **Programming** | **On-Screen Examination:** 150 minutes | 40% |
| Component 2: **Theory of Computer Science** | **Written Examination:** 150 minutes | 40% |
| Component 3: **Computing Practical Project** | **Non-Examination Assessment** | 20% |



**Mr Alvi Noormohamed**
Subject Lead Computing

**Entry Requirements**

GCSE **Grade 6** with **Mathematics Grade 6**

Previous study is **essential**

| | |
|---|---|
| Exam Board | **AQA** |
| Course Code | **7517** |
| Structure | **Linear** |
| Specification | **LINK** |

# Design & Technology A-Level

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:<br>**Core and Material Categories** | **Written Examination:**<br>120 minutes | 50% |
| Component 2:<br>**A Major Project** | **Non-Examined Assessment:**<br>Final, Individual Project | 50% |



**Mr R Ritucci**
Head of Design and Technology

## Entry Requirements

GCSE **Grade 6**

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **9DT0** |
| Structure | **Linear** |
| Specification | **LINK** |

# BTEC International Level 3
## Subsidiary Diploma in Performing Arts



**Mrs C Snowdon**
Head of Drama

**Entry Requirements**

GCSE **Grade 6**

Previous study is **desirable**

| | |
|---|---|
| Exam Board | **EDEXCEL** |
| Course Code | **ISSUE 4** |
| Specification | **Link** |

The Subsidiary Diploma in Performing Arts has been designed for learners who want a broad and practical basis of study in the performing arts sector. 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 performance styles, devising theatre, performing for an audience, and planning a career in the industry.

**Aims and course details:**
This course is different to others on offer at JAS, it will run across two years and is assessed 100% through practical work and coursework assignments, applying performance knowledge to real projects. 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 practical and research skills and become a confident, independent performer. The course will enable you to relate theory to practice – there will be opportunities to take part in performances, workshops, and theatre visits 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 Acting, Drama and Theatre Studies, Performing Arts and Production, Applied Theatre or Community Theatre, and Theatre Management. It also provides a strong foundation for careers in the wider creative industries, education, and arts leadership.

| Component | Assessment Objectives |
|---|---|
| A1 - **Exploring Performance Styles** | Apply stylistic conventions from contrasting performance styles to material in response to a set brief. Apply performance skills and techniques to communicate meaning in two different styles. Review and analyse the stylistic conventions used, commenting on preparation, rehearsal demands, and influences on performance. |
| **A2- Creating Performance Material** | Demonstrate an understanding of performance skills and techniques when creating and developing original or reimagined performance material in response to a community brief. Apply creative processes when developing and refining material through rehearsal, experimentation, and collaboration. Apply technical and interpretive skills when shaping devised material into a final performance. |
| **F16 – Planning a Career in the Industry** | Explore professional roles and career pathways within the performing arts industry. Investigate progression routes, training, and employment opportunities. Create a realistic and informed career plan that reflects personal ambitions, skills, and development needs. |

# Economics A-Level

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% |



**Mr L Murdoch**
Head of Economics

**Entry Requirements**

GCSE **Grade 7** &
**Mathematics** GCSE **Grade 7**

Previous study is **desirable**

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **9EC0** |
| Structure | **Linear** |
| Specification | **LINK** |

# English Language A-Level



**Mrs H Jones**
Head of English

**Entry Requirements**

GCSE **Grade 7**

| | |
|---|---|
| Exam Board | **AQA** |
| Course Code | **7702** |
| Structure | **Linear** |
| Specification | LINK |

- **Unit 1 Language, the Individual and society**

Students will explore how language varies according to purpose, audience and context by applying the six language levels: phonetics/phonology, lexis and semantics, grammar, pragmatics, discourse and graphology. They will study *textual variations and representations*, learning to analyse how meaning is constructed in different forms, from adverts and speeches to social media and everyday conversations. They will also examine *children's language development* investigating how young people acquire and use language.

- **Unit 2 Language Diversity and Change**

This unit focuses on how English varies and evolves. Students will explore how language use differs across *gender, occupation, region, and social groups,* alongside the *history of English* from its earliest forms to the present day, and the spread of world Englishes. They will also engage with debates on *language discourses*, including accent prejudice, political correctness, and power in society, while developing their own analytical and transactional writing skills.

- **Non-Examination Assessment: Language in Action**

Students will carry out *two* independent pieces of research: a **language investigation**, analysing real-world data such as workplace communication or slang use, and a piece of **original writing with commentary**, crafting texts in genres such as blogs, articles or short stories. This allows them to combine analysis with creativity and develop a confident writing voice.

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

# English Literature: International A Level



**Mrs H Jones**
Head of English

**Entry Requirements**

GCSE **Grade 7**

| | |
|---|---|
| Exam Board | **Oxford AQA** |
| Course Code | **9675** |
| Structure | **Modular** |
| Specification | **LINK** |

- **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 A-Level

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**

**La famille en voie de changement**
Changing family structures, marriage, divorce and relationships between generations.

**La cybersociété**
The impact of social media, technology and digital communication.

**Le rôle du bénévolat**
Volunteering, charities and community engagement.

**Theme 2**

**Une culture fière de son patrimoine**
Cultural heritage, traditions and regional identity.

**La musique francophone contemporaine**
Contemporary French-speaking music and its influence on society.

**Cinéma : le septième art**
French cinema and its role in society.

**Theme 3**

**Les aspects positifs d'une société diverse**
Diversity, multiculturalism, integration and social cohesion.

**Quelle vie pour les marginalisés ?**
Poverty, homelessness and social exclusion.

**Comment on traite les criminels**
Crime, justice, prison and rehabilitation.

**Theme 4**

**Les ados, le droit de vote et l'engagement politique**
Youth participation in politics and voting.

**Manifestations, grèves : à qui le pouvoir ?**
Protests, strikes and political activism.

**La politique et l'immigration**
Immigration, integration and national identity.

| 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 Gidman**
Head of Modern Foreign Languages

**Entry Requirements**

GCSE **Grade 7**

Previous study is **essential**

| | |
|---|---|
| Exam Board | **AQA** |
| Course Code | **7652** |
| Structure | **Linear** |
| Specification | **LINK** |

# Geography: International A-Level



**Ms S Burns**
Head of Geography

**Entry Requirements**

GCSE **Grade 7**

Previous study is **desirable**

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **YGE01** |
| Structure | **Modular** |
| Specification | **LINK** |

**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 A-Level

**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:<br>**Breadth study** | **Written Examination:**<br>2 hours 30 Minutes | 40% |
| Component 2:<br>**Depth study** | **Written Examination:**<br>2 hours 30 Minutes | 40% |
| Component 3:<br>**Historical Investigation** | **Coursework**<br>• 3500–4500 words<br>• 40 marks | 20% |



**Miss J Brownlee**
Head of History & Politics

**Entry Requirements**

GCSE **Grade 7**

Previous study is **desirable**,

| | |
|---|---|
| Exam Board | **AQA** |
| Course Code | **7042** |
| Structure | **Linear** |
| Specification | **LINK** |

# Mathematics – International A-Level



**Mr S Kalaher**
Head of
KS5 Mathematics

**Entry Requirements**

GCSE **Grade 7**

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **XMA01** |
| Structure | **Modular** |
| Specification | **LINK** |

**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:** 90 minutes | $16\frac{2}{3}$ % |
| Paper 2: **(Pure Mathematics 2)** | **Written Examination:** 90 minutes | $16\frac{2}{3}$% |
| Paper 3: **(Statistics)** | **Written Examination:** 90 minutes | $16\frac{2}{3}$% |
| Paper 4: **(Pure Mathematics 3)** | **Written Examination:** 90 minutes | $16\frac{2}{3}$% |
| Paper 5: **(Pure Mathematics 4)** | **Written Examination:** 90 minutes | $16\frac{2}{3}$% |
| Paper 6: **( Mechanics 1)** | **Written Examination:** 90 minutes | $16\frac{2}{3}$% |

# Further Mathematics A-Level

**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 will study the following options:*

- Further Mechanics 1
- Further Statistics 1

| 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 Mechanics)** | **Written Examination:** 90 minutes | 25% |
| Paper 4: **(Further Statistics)** | **Written Examination:** 90 minutes | 25% |



**Mr S Kalaher**
Head of KS5 Mathematics

**Entry Requirements**

GCSE **Grade 9**

Completion of **Further Mathematics Grade 7+**

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **9FM0** |
| Structure | **Linear** |
| Specification | **LINK** |



**Mr J Webber**
Head of Media Studies

**Entry Requirements**

GCSE **Grade 6**

Previous study is **desirable**

| | |
|---|---|
| Exam Board | **AQA** |
| Course Code | **7572** |
| Structure | **Linear** |
| Specification | **LINK** |

# Media Studies A-Level

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

A Level music is the ideal course for students who have 3+ years of musical experience playing an instrument and studying music theory. The A Level course incorporates 3 main strands of assessment; Appraising, Performing, and Composing. Students should be able to perform at the equivalent of Grade 5 standard or above when they begin the course, and they should be prepared to continue specialist music lessons with an instrumental teacher outside of their A Level Music lessons. The three components of A Level Music are:-

**Component 1: Appraising**

- **Section A (56 marks)**: Listening questions based on unfamiliar music from Areas of Study 1, 2, and 3. Students will be asked to describe the music they hear and identify the key stylistic features.
- **Section B (34 marks)**: Extended response questions based on the set works from Area of Study 1: Western Classical Tradition, 1650-1910.
- **Section C (30 marks):** One essay-style question based on the music they have analysed from Area of Study 3: Music for Media.
- **Component 2: Performing**

Students perform as a soloist or as part of an ensemble for a minimum of 10 minutes. Their programme should include contrasting works that demonstrate their technical skills and expressive capability on their main instrument. Students may share the time between two or more instruments if they are working at an equivalent level on each.

- **Component 3: Composing**

Students compose two compositions; one composition to a brief set by AQA, and one free choice composition. Compositions must meet the minimum combined length of 4.5 minutes, and students will also write a programme note to accompany each composition.

| Course Structure | Assessment Type | Weighting |
|---|---|---|
| Component 1: **Appraising** | **Written Examination:** 150 minutes | 40% |
| Component 2: **Performing** | **Externally Assessed** 10-minute performance | 35% |
| Component 3: **Composing** | **Externally Assessed:** 2 compositions | 25% |



**Ms V Haines**
Head of Music

## Entry Requirements

GCSE **Grade 6**

Previous study is **essential**

| | |
|---|---|
| Exam Board | **AQA** |
| Course Code | **7272** |
| Structure | **Linear** |
| Specification | **LINK** |



**Mrs E Scarr**
Head of Art and Photography

## Entry Requirements

GCSE **Grade 6**

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **9PY0** |
| Structure | **Linear** |
| Specification | **LINK** |

# Photography A-Level

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

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 A-Level

**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<br>**Factors affecting participation in physical activity and sport** | **Written Examination:**<br>120 minutes | 35% |
| Component 2<br>**Factors affecting optimal performance in physical activity and sport.** | **Written Examination:**<br>120 minutes | 35% |
| Component 3<br>**Practical performance in physical activity and sport** | **External Moderation** | 30% |



**Ms F Harris**
Head of Secondary PE

**Entry Requirements**

GCSE **Grade 6**

**Practical sport specialism essential**

| | |
|---|---|
| Exam Board | **AQA** |
| Course Code | **7582** |
| Structure | **Linear** |
| Specification | **LINK** |



**Ms F Harris**
Head of Secondary PE

**Entry Requirements**

GCSE **Grade: 5**

**Practical sport specialismessential**

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **Level 3** |
| Specification | **LINK** |

# BTEC International Level 3 Extended Certificate in Sport

*Equivalent to the BTEC Subsidiary Diploma

**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) |
|---|---|
| **Mandatory units:** Health, Fitness and Well-being, Fitness testing, Practical Sports Performance | 60 |
| **3 Optional units (to be decided by JAS staff) for example:** Business in Sport, Fitness Training, Sports Performance Analysis, Rules, Regulations and Officiating in Sport, Organising Events in Sport and Physical Activities, Sports Tourism, Instructing Circuit Exercise Sessions & Influence of Technology in Sport and Physical Activities. | 60 per unit |

# Physics: International A-Level

The Physics International A Level course encompasses the study of the universe, from the largest galaxies to the smallest subatomic particles. You will be studying how the laws of energy and matter combine with the fundamental forces of nature. A Physics course will teach you 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.

- **IA2 topics (Units 1–3):**

Unit 1: Mechanics and materials; Unit 2: Waves and electricity; Unit 3: Practical Skills in Physics I.

- **IA2 topics (Units 4–6):**

Unit 4: Further mechanics, fields and particles; Unit 5: Thermodynamics, radiation, oscillations and cosmology; Unit 6: Practical Skills in Physics II.

**Assessment:**

Six externally assessed written exams. Normally Units 1–3 are taken in Year 12 (IAS) and Units 4–6 in Year 13 (IA2). Exams are available in January, June and October. Students complete 16 core practicals. Units 3 and 6 assess practical skills. IAS contributes 50% of the full IAL.

*Current specification shown; due to change in February 2027.

| Course Structure | Assessment Type | IAL Weighting |
|---|---|---|
| Units 1 and 2<br>**IAS2 theory** | **Written Examinations:**<br>90 minutes each | 20% each |
| Units 4 and 5<br>**IA2 theory** | **Written Examinations:**<br>105 minutes each | 20% each |
| Units 3 and 6<br>**Practical skills** | **Written Examinations:**<br>80 minutes each | 10% each |



**Mr M Towlson**
Head of Science

**Entry Requirements::**

GCSE
Physics **Grade 7**
or
**7/7 Combined Science, Mathematics Grade 7.**

Must be taken **alongside Maths A Level**

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **YPH11*** |
| Structure | **Modular** |
| Specification | **LINK** |



**Ms J Brownlee**
Head of History & Politics

**Entry Requirements**

GCSE **Grade 6/7**

Previous study of History is **desirable**

| | |
|---|---|
| Exam Board | **Edexcel** |
| Course Code | **9PL0** |
| Structure | **Linear** |
| Specification | **LINK** |

# Politics A-Level

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.

- **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 it's 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 A-Level

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% |



**Ms L Griffiths**
Head of Psychology and Sociology

**Entry Requirements**

GCSE **Grade 6**

| | |
|---|---|
| Exam Board | **AQA** |
| Course Code | **7182** |
| Structure | **Linear** |
| Specification | **LINK** |



**Ms L Griffiths**
Head of Psychology and Sociology

**Entry Requirements**

GCSE **Grade 6**

Previous study is **desirable**,

| | |
|---|---|
| Exam Board | **Oxford AQA** |
| Course Code | **9690** |
| Structure | **Modular** |
| Specification | **LINK** |

# Sociology - International A Level

'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: AS level**

- Paper 1 – Introducing sociology
- Paper 2 – Exploring sociology

**Component 2: A Level**

- Paper 1 – People and development
- Paper 2 – People and the environment
- Paper 3 – People and technology

| Course Structure | Assessment Type | Weighting |
|---|---|---|
| Component 1:<br>**AS level – two papers** | **Written Examination:**<br>2x 105 minutes each | 20% each – 40% of the A Level |
| Component 2:<br>**A Level – 3 papers** | **Written Examination:**<br>3x 90 minutes each | 20% each – 60% of the A Level |

# Spanish A-Level

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**
**Los valores tradicionales y modernos**
Modern family life, marriage, divorce, religion and changing values.

**El ciberespacio**
The impact of social media, smartphones and digital communication.

**La igualdad de los sexos**
Gender equality, feminism and women in work.

**Theme 2**
**La influencia de los ídolos**
The influence of celebrities, musicians and role models.

**La identidad regional en España**
Regional traditions, languages and cultural identity.

**El patrimonio cultural**
Spanish and Hispanic heritage, art, architecture and traditions.

**Theme 3**
**La inmigración**
The benefits and challenges of immigration in the Hispanic world.

**El racismo**
Attitudes towards racism and efforts to combat discrimination.

**La convivencia**
Integration, multiculturalism and community cohesion.

**Theme 4**
**Jóvenes de hoy, ciudadanos del mañana**
Youth participation, political engagement and voting.

**Monarquías y dictaduras**
The role of political systems in the Spanish-speaking world.

**Movimientos populares**
Protests, social movements and political change.

| 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 Gidman**
Head of Modern Foreign Languages

**Entry Requirements**

GCSE **Grade 7**

Previous study is **essential**

| | |
|---|---|
| Exam Board | **AQA** |
| Course Code | **7692** |
| Structure | **Linear** |
| Specification | **LINK** |



**Ms S Burns**
Head of Geography

**Entry Requirements**

5 x GCSE **Grade 5** qualifications

| | |
|---|---|
| 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:<br>**The Travel and Tourism Industry**<br>**Worldwide Travel and Tourism Destination**<br>**Customer Service and Travel and Tourism**<br>**Travel and Tourism Enterprises** | <br>90<br>120<br>90<br>90 |
| 2 Optional units (to be decided by JAS staff) for example:<br>**Specialist Tourism, The Airport Experience, Sustainable Tourism, The Cruise Industry, Recruitment and Selection in Travel and Tourism** | 60 per unit |

# Key Glossary



- **Entry requirement:**

The minimum grades or qualifications a student needs to join a particular course or subject.

- **GCSE** (General Certificate of Secondary Education)

Qualifications usually completed at age 16, at the end of Year 11. Students normally study several subjects and receive grades from 9 (highest) to 1 (lowest)

- **A Level (Advanced Level)**

A subject-based qualification usually studied over two years. Students typically choose three or four subjects and receive grades from A* (highest) to E (lowest passing grade).

- **Linear Structure**

A course studied over two years, with the main examinations taken at the end of Year 13

- **Modular Structure**

A course divided into smaller units or modules, which can be assessed at different stages throughout the qualification and retaken if necessary.

- **BTEC (Business and Technology Education Council)**

A career-related qualification that combines subject knowledge with practical, real-world applications. Assessment often includes assignments, projects and practical tasks.

- **BTEC Subsidiary Diploma/ Extended certificate**

A BTEC qualification equivalent in size to one A Level

- **BTEC Diploma**

A BTEC qualification equivalent in size to two A Level's

# Subject Entry Criteria

| Entry Criteria | Subjects |
|---|---|
| **Sixth form Entry** | 5 pass grades (Grade 4) and above |
| **5 Pass grades including GCSE Grade 5 in Mathematics and English Language** | BTEC Business Diploma, BTEC Business, BTEC Sport, BTEC Travel and Tourism, BTEC Performing Arts |
| **GCSE Grade 6** | Arabic, Art & Design, Business, Design & Technology, History, Media Studies, Music, Photography, Physical Education, Politics, Psychology, Sociology, |
| **GCSE Grade 6 plus Mathematics Grade 6** | Computer Science |
| **GCSE Grade 7** | English Literature, English Language, French, Geography, Mathematics, Spanish |
| **GCSE Grade 7 plus Mathematics Grade 7** | Biology, Chemistry, Physics, Economics |
| **GCSE Grade 7 in Subject and must also be taking Maths A Level** | Physics |
| **GCSE Grade 9** | Further Mathematics (Completion of Further Mathematics GCSE is desirable) |

*N.B. Some subjects include additional desirable criteria. Please see the individual subject pages in the prospectus for full details of the entry requirements.*

