

19th November 2025

Dear Parents,

### **Subject: A Level & BTEC Options Booklet (Yr12 & Yr13 in 2026-2028)**

The first thing students will notice about life in Sharjah English School's (SES) Sixth Form is that their relationship with their teachers has changed. The learning process becomes much more of a partnership between the students and teachers and they will quickly learn that their teachers are there to help them fulfil their potential. There are approximately 150 students in the Sixth Form representing many different nationalities. The international nature of our cohort will help students broaden their horizons and gain a real understanding of the world around them.

These pre-university years offer greater freedom and opportunity than they will ever have had before, but along with this freedom comes more responsibility. It is a time for students to take control of their own destiny: a time when they will make big decisions as they prepare for Higher Education and their future career. We have a highly dedicated faculty of Higher Education that work tirelessly to advise, guide and support our students as they apply to university.

At SES we are proud to offer both A Levels and the BTEC Programme for Years 12 & 13. We believe the choice of a dual pathway gives rise to a richer, more diverse education for everyone and we take great care to ensure that students and parents understand the difference between the two courses.

In summary, A Levels facilitate intensive, specialist study of three or four subjects. A Level students are also encouraged to take the Extended Project Qualification (EPQ) and all will take a broader study programme designed to develop analytical, thinking and learning skills. The BTEC programme is a widely recognised and respected vocational qualification, providing practical and hands-on learning experiences for students. BTEC courses are designed to prepare individuals for specific industries or career paths by emphasising applied knowledge and skills. BTECs are tailored to specific industries and professions. They often provide a more practical and skills-oriented approach compared to traditional academic qualifications.

Students may find that A Levels or BTEC is the most difficult work that they have ever studied. The amount your son or daughter is expected to cover, in lessons and in free time, is greater than perhaps they thought possible for a student. They may need help to get the balance right between their academic and social pursuits. Everything is in place though at SES to help them make these adjustments. Years 12 & 13 are still part of the wider school and as such we retain a genuine sense of community that allows teachers to offer focused individual support. Our dedicated and experienced team offers a huge amount of advice that will guide all students through their A Level or BTEC studies. Yes, there will be high expectations, but we want every student to leave SES believing that everything they strive for is possible. They will explore exciting and extensive opportunities, be encouraged to be inquisitive and to innovate, to face challenges, take responsibility and show leadership, and to be a force for good in the community.

Best Wishes,

Richard Cranston

Head of Secondary, Sharjah English School

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## **Home School Partnership:**

Parents and teachers together play an important role in educating children and need to support each other in order for students to be as successful as possible. We welcome parents into the school and appreciate all offers of help. Parents work alongside staff and children in a variety of roles including student reading, assisting on school excursions and as leaders of Co-Curricular Activities (CCAs). We approach parents to request help with specific tasks but we welcome any skills or expertise that parents feel they can offer. The relationship between the staff and parents is open and friendly.

We value good communication with parents and recognise the importance of keeping channels of communication open to ensure all students have a positive and successful experience during their time in School. Communication is regular and occurs in formal situations such as Parent Meetings, Parent-Teacher Consultations and during informal situations such as a brief chat at the end of the day. Teachers are happy to make an appointment to meet with parents if there are any specific concerns or questions concerning your child. Regular communication occurs between the School and parents on curriculum matters, forthcoming field trips and events. Parent Mornings are held in the School to which all parents are warmly invited.

## **The School Calendar:**

The school academic year starts in late August and is divided into 3 academic terms. At the end of each academic term is a holiday. The School calendar is published on the school website as a downloadable pdf and also as a google calendar which parents can export to their own personal calendars. Note that the school holidays are subject to change by the Sharjah Private Education Authority (SPEA).

## **Attendance:**

Regular attendance at school is a key factor in ensuring your child's academic success at school. Please ensure that your child attends school as often as possible and arrives punctually. The attendance register is taken each morning and also in each lesson. If your child is late to school it is important that you notify the Secondary School receptionist and your child's Tutor in order to update the register. If for any reason your child needs to be excused from PE lessons or other school activities, it is important that they bring a letter of explanation and hand this to their Tutor or subject specialist. We strongly discourage parents from taking their children on holidays during term time. This is likely to have a negative impact on their educational development and may affect their final A Level/BTEC examination results.

## **Co-Curricular Activities (CCA):**

At SES, we believe strongly in the education of the whole child and encourage them to make the most of all of the opportunities available to them. Although academic work is important, education is not just about acquiring qualifications. Co-curricular activities provide the experience of being a team member, of communicating in a variety of circumstances and of leading when that is appropriate. These are significant opportunities and they offer our students the chance to develop personal skills and qualities which will stand them in great stead throughout their lives. Co-curricular activities (CCA) offer students an opportunity to take part in a variety of activities. The promotion of essential physical and personal skills such as communication, cooperation and problem solving skills form the focus of the extensive Co-Curricular Activities programme. All activities are designed to excite and enthuse students, encouraging them to willingly offer input, challenge their understanding and stretch their imagination.

Each term students make their selections based on the wide range of activities on offer. Students sign up through [SOCS](#).

## **Instrumental Music Tuition:**

At Sharjah English School, students can enrol in the Instrumental Music Programme, which offers the opportunity to learn from our team of specialist teachers. Students may choose from a variety of instruments, including piano, guitar, drums, voice, violin, woodwind, and brass, and receive individual or shared lessons tailored to their level and interests.

Lessons take place during the school day and provide an engaging way for students to build confidence, creativity, and teamwork through music. Our young musicians are encouraged to perform in school concerts, recitals, and events such as the Young Musicians of the Gulf, gaining valuable experience and enjoyment from performing.

The programme is carefully monitored through our register and tracking systems to maintain high standards of child protection, attendance, and progress monitoring, ensuring a safe and supportive learning environment. Please note that fees for instrumental lessons are separate from standard school tuition fees.

## **The House System at SES:**

Pastoral & Academic care at Sharjah English School is carried out primarily through the 'House' system. The Secondary School (Years 7–13) is divided into 5 mixed houses. The term 'house' represents a group of students rather than a specific location.

The houses at SES are named Lynxes, Foxes, Falcons, Geckos & Stingrays. A House Captain and Deputy Captain are selected for each house and they are assisted by other students in different leadership positions, unique to each house.

The Head of House has overall responsibility for the academic and social development of the students in their house. Year 12 and 13 students are members of a House, however they are part of a bespoke Sixth Form Team. The students are allocated into tutor groups for each house. The tutor groups for students are split into Years 7-11 & 12-13. Students will attend a tutor group where they will register for school but also have the opportunity to do a variety of activities which may range from chatting with their tutor about a number of topics, planning for house events or having homework diaries checked.

The Houses provide a wonderful opportunity for many different activities at SES. Each academic year there will be house competitions in Sporting and non sporting activities. In addition, there are other activities for each House to compete in. Every student becomes passionate about their house and supporting their friends within their house. Parents are encouraged to develop a relationship with their child's tutor and also the Head of House so that SES and parents can work together to help each child fulfil their maximum potential.

The Sixth Form has a bespoke structure with a dedicated Sixth Form Leadership Team.

## **Sixth Form Team:**

- **Ms Nadia Hanine - Head of Sixth Form - [nhanine@sharjahenglishschool.org](mailto:nhanine@sharjahenglishschool.org)**
- **Ms Jenny Price - Deputy Head of Sixth Form - [jprice@sharjahenglishschool.org](mailto:jprice@sharjahenglishschool.org)**
- **Ms Fiona McVeigh - Higher Education Coordinator - [fmcveigh@sharjahenglishschool.org](mailto:fmcveigh@sharjahenglishschool.org)**

## The Core Curriculum

### Preparing for a Globalised World:

At SES we recognise that academic achievement at A Level or BTEC is not all that is required to secure places at the world's leading universities or to fully prepare young students for the important challenges and working environments that they will face in the future. At SES we endeavor to provide all of our students with a more rounded education and skills base whilst upholding the academic rigour that A Level/BTEC success demands. None of us know exactly what the future holds for each individual member of our community. However, through Year 12 and 13, we strive to provide every student with the self confidence to take on each challenge that they face and the right tools to enable them to find the solution.

### SES Diploma:

The A Level/BTEC course benefits greatly from the enhancement provided to all of our students by the SES Diploma, a bespoke SES Leadership and Service programme designed to provide our Sixth Form students with the skills to be 'World Ready' for life beyond school and enable them to positively contribute to the world around them.

### Physical Education:

The PE program is designed to foster physical fitness, teamwork and leadership skills. Students will engage in a variety of activities, sports and fitness routines to promote a healthy lifestyle. The emphasis is not only on physical development but also on cultivating discipline, resilience and a lifelong commitment to well-being.

### Moral Education:

The Moral Education programme in the Secondary school has been introduced with termly themes of lessons centred around the Secondary student voice, in areas that students feel the school needs to support them. The themes are centered around our values and how students practise them every day in and out of the classroom; Be Courageous, Be Curious, Be You. The Moral Education curriculum places a strong emphasis upon knowing yourself and being empathetic towards others.

### Islamic Studies (for Muslim Students)

Islamic Studies provides a deep understanding of Islamic principles, values and history. The curriculum covers theology, ethics, and spirituality, promoting a holistic understanding of the Islamic faith. The aim is to develop strong moral character, a sense of identity and an appreciation for religious diversity.

### Directed Study:

Directed study sessions form a crucial part of our core curriculum. These sessions offer dedicated time for independent learning and academic support. During these sessions, students can consolidate their understanding of subjects and engage in self-directed research.

### Tutor Time:

Students have Form Time each day, providing them with a designated period to connect with their form tutor. During this time, students receive key messages, discuss personal and academic matters and set goals. Form time contributes to students' holistic development, offering support and guidance on their journey through Sixth Form.

## **The A Level Programme:**

Advanced Levels (A Levels) are a set of academic qualifications widely recognised in the UK and many other countries around the world. A Levels are a traditional academic qualification primarily offered in the UK. Students typically choose three A Level subjects to study in-depth over a two-year period. The range of subjects is extensive and includes sciences, mathematics, languages, social sciences, and the arts.

At SES all A Level exams are taken at the end of the two-year course, which are comprehensive and cover the entire course content. Some subjects may include coursework or practical assessments, but the emphasis is generally on written examinations. A Level subjects are graded on a scale from A\* to E.

A Levels play a crucial role in university admissions, and many universities around the world recognise them. Students often choose A Levels based on their intended university courses and career aspirations. They are known for their academic rigour, requiring students to engage in critical thinking, independent research, and analytical skills.

A Levels offer versatility in terms of subject combinations, allowing students to tailor their studies to their interests and future career goals. This flexibility is beneficial for those with diverse academic interests. They are considered excellent preparation for university-level studies due to their academic depth and the skills they cultivate. Successful completion of A Levels demonstrates a high level of academic achievement.

In summary, A Levels are a prestigious and academically challenging qualification that provide a solid foundation for higher education and future careers.

Students considering four A Levels should discuss this in their 1-1 interview with the Head of Sixth Form. This is usually restricted to students with a Levels 7-9 (A/A\*) at I/GCSE, plus an excellent effort record across all subjects.

## **The BTEC Programme:**

The Business and Technology Education Council (BTEC) is a widely recognised and respected vocational qualification, providing practical and hands-on learning experiences for students. BTEC courses are designed to prepare individuals for specific industries or career paths by emphasising applied knowledge and skills. BTECs are tailored to specific industries and professions. They often provide a more practical and skills-oriented approach compared to traditional academic qualifications.

Unlike traditional exams, BTEC assessments are based on a combination of internally assessed assignments, projects and practical tasks. Students are evaluated on their ability to apply knowledge to real-world scenarios. BTEC qualifications are divided into units, each focusing on a specific aspect of the subject. Completing these units contributes to the overall qualification. Units are categorised into Pass, Merit and Distinction.

BTEC courses offer flexibility in terms of study options. At SES, students can choose from a range of subjects and levels, including the Subsidiary (equivalent to one A Level), and the Diploma (equivalent to two A Levels).

They often include work placements, case studies and real-world projects to enhance practical skills and employability. They are widely recognised by employers and educational institutions globally and can lead to higher education or directly into the workforce.

In summary, BTEC qualifications offer a practical and career-focused approach to education, emphasising hands-on experience and applied learning.

## **Extended Project Qualification Specification: AQA (7993)**

The Extended Project Qualification (EPQ) is an optional qualification that is available to both A Level and BTEC students. It allows students to pursue an independent research project on a topic of their choice. This project can take various forms, including a written dissertation, an artifact, a performance or an academic report.

Students have the flexibility to choose a topic that aligns with their interests and career aspirations. This allows for a personalised and in-depth exploration of a subject beyond the standard A Level or BTEC curriculum.

The EPQ is designed to develop a range of academic skills, including critical thinking, research skills, project management and effective communication. It encourages students to take ownership of their learning and develop skills essential for higher education and the workplace.

The EPQ is typically undertaken alongside A Levels or BTECs. It requires a significant time commitment, and students are expected to manage their time effectively to meet deadlines. It is recognised by many universities in the UK and can contribute to a student's UCAS points. The EPQ is often considered favourably by admissions officers and is equivalent to half an A Level.

In summary, the EPQ offers students the opportunity to undertake an independent research project, fostering valuable academic and practical skills that are beneficial for both higher education and future careers.

### **A level & BTEC Subject choices:**

There are a wide range of individual subjects available to study at SES. In Year 11 students are asked to make choices from the subjects listed below:

#### **A Level:**

- Arabic.
- Art & Design (Art, Craft & Design)
- Biology
- Business.
- Chemistry.
- Computer Science.
- D & T Product Design.
- Drama & Theatre Studies.
- Economics.
- English Literature
- French.
- Further Mathematics.
- Geography.
- History.
- Mathematics.
- Music.
- Physics.
- Psychology.

**BTEC:**

- Business (Subsidiary or Diploma Level)
- Sport (Subsidiary Level)

Please note that, as always, some subjects may not be available if the numbers of students (three or less) opting for a subject, or staffing/timetable constraints do not allow us to run the course. Please also be aware that whilst it is likely that we can accommodate most first choices, we cannot guarantee this. It is therefore crucial to select a reserve choice.

Our aim is for students to be well placed at the start of Year 12 to ensure a smooth transition and the best possible start. As part of the comprehensive Post-16 pathways guidance, students will be advised as to whether they are recommended for a 3 or 4 A Level pathway.

**Please note that some options combinations may not be possible due to the way the blocks are arranged in each year.**

**Some classes may also reach capacity, in which case certain subject combinations may not be available.**

**Most students will choose exactly three subjects. Students can only select one subject from each block.**

Students who wish to study Further Mathematics should discuss this first with their maths teacher. They need to select Further Maths in both blocks - but not select Maths

Students typically select THREE options.

Block A	Block B	Block C	Block D
Biology	Business BTEC (Subsidiary)	Biology	Art
Business Studies	Chemistry	Arabic	Biology
English	Computer Science	Design Technology	Business BTEC (Diploma)
Further Maths	History	Drama	Chemistry
Maths	Maths	Further Maths	Economics
Geography	Music	Maths	Maths
French	Physics	Physics	Psychology
		Sports BTEC (Subsidiary)	
		Economics	

## Choosing an appropriate Academic Pathway:

Many universities admit students based on performance in three A Level subjects or their equivalents. This shift is attributed to a fundamental transformation in the A Level structure, with most UK schools now providing three A Level subjects in Key Stage 5. Consequently, our students will choose three subjects from the options presented in this booklet. The combinations are as follows:

Options	A Level / BTEC option	What does it look like?
1	A Level	3 x A Levels
2	A Level + BTEC	2 x A Levels + 1 Subsidiary BTEC
3	BTEC + A Level	2 x Subsidiary BTECs + 1 A Level
4	BTEC Diploma + BTEC	1 x Diploma + 1 x Subsidiary BTEC
5	BTEC Diploma + A Level	1 x Diploma + 1 x A Level (or 2 x Diploma or 2 x A Level)

Students have the option to decide whether they want to include the Extended Project Qualification (EPQ) as a supplement to their A Level and BTEC choices. Students can also apply to study 4 A Levels. It is crucial for students to select three subjects in which they can achieve academic success.

## A Level Career Options:

Below are some examples of potential pathways (and recommended subjects) that will support students when making A Level choices. These are a curated selection of subjects designed to align with university courses and career paths. These pathways have been thoughtfully chosen to guarantee that students have the appropriate combinations of subjects tailored to each unique pathway. Various options are available to cater to a diverse range of interests.

Career Pathway	Recommended Option 1	Recommended Option 2	Recommended Option 3
Medicine	Chemistry	Biology	Physics / Maths
Law	English Literature	History	Economics / Geography
Engineering	Physics	Further Maths / Maths	Chemistry / Computer Science
Computing & Innovation	Computer Science	Maths	Economics/Physics/DT
Creative	DT	Art	Drama / Music
Humanities	Geography / Psychology	History / Economics	English Literature / Business
Life Sciences	Chemistry	Biology	Maths / Geography
Sports Sciences	Sport	Biology	Psychology
Business & Entrepreneurship	Business	Computer Science	Economics / English Literature

Economics	Economics	Further Maths / Maths	Geography / Business
OPEN	YOUR CHOICE	YOUR CHOICE	YOUR CHOICE

For students who are still uncertain about their future career path, they have the option to pursue the Open Pathway, allowing them to choose up to three A Level courses from the four distinct option blocks.

### Entry Requirements:

The general entry requirements for the A Level pathway are six GCSEs at Grade 6 or above (or equivalent). Our aim is also for the vast majority of students to achieve at least a level 5 in Mathematics and English Language.

For the BTEC pathway the general entry requirements are five GCSEs at Grade 5 (or equivalent) including English Language and Mathematics. Any students wishing to study a combination of A Level and BTEC, the entry requirements will be considered on an individual basis.

Note that Entry Requirements are subject to change and are under constant review. Entry requirements may be highered as well as lowered. Please note that some A Level and BTEC subjects have higher or additional requirements as outlined below.

**Please do note that every single student will be considered on their own individual set of results and our main concern is to ensure that all students entering the Sixth Form at SES are on a pathway that achieves success.**

### A Level:

Subject	Requirement
<b>Arabic</b>	Grade 6 in Arabic GCSE. Students with a level 5 will be considered on a case by case basis.
<b>Art &amp; Design</b>	Grade 6 in Art & Design. If a student hasn't studied GCSE Art & Design (or equivalent), they will be considered on an individual basis. A short portfolio/piece of work will need to be submitted at the start of the course. Students with a level 5 will be considered on a case by case basis.
<b>Biology</b>	Grade 6 in GCSE Biology or 6/6 in GCSE Combined Science.
<b>Business</b>	Grade 5 in IGCSE Business. If students have not studied IGCSE Business, they will be considered on an individual basis.
<b>Chemistry</b>	Grade 6 in GCSE Chemistry or 6/6 in GCSE Combined Science and Grade 6 in Mathematics.
<b>Computer Science</b>	Grade 6 in GCSE Computer Science. Students would also have a Grade 6 in Mathematics. Students who achieve a Grade 5 in Computer Science will be considered on an individual basis.
<b>Design &amp; Technology</b>	Grade 5 in Design & Technology. If a student hasn't studied GCSE Design & Technology (or equivalent), they will be considered on an individual basis. A short portfolio/piece of work will need to be submitted at the start of the course.
<b>Drama</b>	Grade 5 in GCSE Drama. If students have not studied GCSE Drama, they will be considered on an individual basis.

<b>Economics</b>	Grade 6 in IGCSE Economics. If students have not studied IGCSE Economics, they will be considered on an individual basis.
<b>English Literature</b>	Grade 6 in GCSE English Literature or English Language.
<b>Further Mathematics</b>	Grade 9 in GCSE Mathematics. Students with a Grade 8 will be considered on an individual basis.
<b>French</b>	Grade 6 in GCSE French. Students with a level 5 will be considered on a case by case basis.
<b>Geography</b>	Grade 5 in GCSE Geography. If a student has not studied GCSE Geography, they will be considered on an individual basis.
<b>History</b>	Grade 6 in GCSE History. If a student scores below this or has not studied GCSE History, they will be considered on an individual basis.
<b>Mathematics</b>	Grade 7 in GCSE Mathematics. Students with a Grade 6 will be considered on an individual basis.
<b>Music</b>	Grade 5 in GCSE Music & Grade 5 standard on an instrument or voice.
<b>Psychology</b>	Grade 6 in GCSE English Literature or English Language. Students with a Grade 5 in English Language or Literature will be considered on a case by case basis.
<b>Physics</b>	Grade 6 in GCSE Physics or 6/6 in GCSE Combined Science and Grade 6 in Mathematics. It is <u>strongly advised</u> that students study Maths with Physics.

## BTEC:

Subject	Requirement
<b>Business</b>	Grade 4 at Business IGCSE. If students have not studied IGCSE Business, they will be considered on an individual basis.
<b>Sport</b>	Grade 4 in GCSE Physical Education. If students have not studied GCSE Physical Education, they will be considered on an individual basis.

The application of the above criteria is at the Secondary Headteacher's discretion. In exceptional circumstances, students who do not meet the entry requirements may start an A Level or BTEC course on a Suitability Contract.

The Suitability Contract will monitor their progress over the first month of the course, and a decision will be made by the end of September regarding their eligibility to remain on the course.

# A Level Subject Options

Subject: Arabic

**Specification Number: Edexcel GCE in Arabic (listening, reading and writing) (9AA0)**

**Contact Person: Mr Abu Dayyah**

**Email: [hdayyah@sharjahenglishschool.org](mailto:hdayyah@sharjahenglishschool.org)**

**Note that Arabic A Level students will study for BOTH the Ministry of Education certification, and the A Level in Arabic. Please note that it may be possible to study for ONLY the Ministry of Education Arabic certification. Please ask if you require clarification.**

## Course outline:

Arabic at A level is designed to enable students to enhance their knowledge and understanding of the Arabic language and the wider culture of Arabic speaking countries. Students not only build upon the four traditional skills (aural, oral, reading and writing) developed during previous courses but also acquire practical and valuable, transferable study skills. Independent research is a main course requirement in addition to a passion for languages.

The course features familiar and engaging themes as well as some new content with clear links to some fundamental aspects of the culture of Arabic speaking communities. It also offers a rich choice of literary texts and films, both contemporary and classical titles. Students apply their knowledge to give critical responses in their writing and speaking.

Note that Students will also use materials and objectives supplied by the UAE Ministry of Education and qualify for MoE certification for those who wish to do so, as studying Arabic is considered optional after the tenth grade.

## Assessment Criteria:

Paper	Unit Content	Unit Assessment
Paper 1	Reading and Translation	Translation into English
Paper 2	Written response to works and translation	Translation into Arabic
Paper 3	Listening, reading & writing in Arabic	Stimulus card / Presentation and discussion of independent research project

## Career prospects:

With a definite demand for professional competence in a modern foreign language, A Level language qualifications become a valuable asset when applying to university course

**Subject: Art, Craft & Design**

**Specification Number: Edexcel GCE in Art and Design (9AD0)**

**Contact Person: Ms McVeigh**

**Email: [fmcveigh@sharjahenglishschool.org](mailto:fmcveigh@sharjahenglishschool.org)**

**Course outline:**

Art & Design is an exciting and challenging subject that encourages creative expressive skills and aesthetic understanding. The aim of this course is to promote a broad based Art & Design experience; the course offers a rich varied experience and encourages individual creative development. You will have the opportunity to create work using a variety of Art & Design activities including drawing, painting, printmaking, textiles, 3D design, photography and digital manipulation. You will develop knowledge and understanding of the work of other artists through critical analysis.

***“Art is not what you see, but what you make others see.” Edgar Degas***

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

**Overview of assessment:**

- Incorporates three major elements: supporting studies, practical work, and a personal study.
- Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.
- The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification and is marked out of 18.
- Work must cover all four Assessment Objectives .

Unit	Unit Content	%
A01	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	25%
A02	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	25%
A03	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	25%
A04	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	25%

**Component 1: Personal Investigation 60% A Level Grade:**

Aims to give you the opportunity to pursue your own creative ideas and personal interests in a chosen area of

art and design, building on the work and skills developed throughout the first year. As part of Component 1: Personal Investigation, students are required to produce a personal study: a piece of continuous prose of a minimum of 1000 words (and a maximum of 3000 words). The personal study can take any form but it must be presented as a separate outcome, and it should include a bibliography citing all references. Students are expected to use specialist and technical terminology.

**Component 2: Externally Set Assignment 40% A Level Grade:**

The Externally Set Assignment is set by Edexcel the examination paper is available in February each year. The paper contains a broad theme and a variety of suggested starting points. Students can follow them closely, use them as a source of information or develop their own interpretation of the theme. In addition to preparatory studies, students are required to produce final outcome(s) in a 15-hour period of sustained focus (under examination conditions).

**Career prospects:**

Studying art equips you with a whole set of transferable skills both for life and for a wide range employment in art and design including; animation, art therapy, architecture, community arts, calligraphy, engineering design, fine artist, interior design, fashion, gallery curator, photography, illustration, art historian.

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**Subject: Biology**

**Specification Number: AQA GCE in Biology**

**Contact Person: Mr Major Email: [smajor@sharjahenglishschool.org](mailto:smajor@sharjahenglishschool.org)**

**Course outline:**

Biology is at the forefront of many of the most important and exciting current issues, whether it is the effect of global warming and environmental degradation on the planet's flora and fauna; our continuing fight against disease and pathogens; the search for novel life-forms on earth... and elsewhere, and indeed what "alive" means.

Studying A Level Biology will not only introduce you to many of the fundamental biological concepts that underpin the science, but also equip you with the knowledge and ability to question assumptions about the world around you and to take part in the debates surrounding these and many other scientific advances.

*Equipped with his five senses, man explores the universe around him and calls the adventure Science.  
Edwin Powell Hubble, The Nature of Science, 1954*

**Course structure:**

There are 8 topic areas in the new A Level biology syllabus.

**They are:**

1. Biological Molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environment
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

**Assessment Criteria:**

Component	Assessment	%
Paper 1 (Assessing any content from topics 1-4 including practical skills)	2 hour written examination	35
Paper 2 (Assessing any content from topics 5-8 including practical skills)	2 hour written examination	35
Paper 3 (Assessing any content from topics 1-8 including practical skills)	2 hour written examination	30

**Career prospects:**

Biotechnology, Biological Testing, Dentistry, Environmental Conservation, Forensic Science, Independent Research, Medicine, Midwifery, Marine Biology, Nursing, Physiotherapy, Sports Science, Teaching, Veterinary Medicine, and almost any other career.

**Subject: Business**

**Specification Number: Edexcel GCE in Business (9BS0)**

**Contact Person: Ms Oliva Email: [toliva@sharjahenglishschool.org](mailto:toliva@sharjahenglishschool.org)**

**Course outline:** A-level business is known as an interdisciplinary subject where you combine elements of accountancy, management science, economics, social psychology and law. A-level business gives students the tools and information required to understand how businesses are created, managed and judge how successful they are against the business objectives and its environment.

A Level Business Course Structure:	
Theme 1:	Theme 2:
Marketing & people: This theme enables students to understand how businesses identify opportunities and explores how businesses develop a competitive advantage, through interacting with customers and their market.	Managing business activities: This theme enables students to develop an understanding of raising and managing finance, and measuring business performance.
Theme 3:	Theme 4:
Business decisions & strategy: This theme enables students to develop their understanding of the core concepts needed to take a strategic view of business opportunities and issues.	Global business: This theme enables students to investigate businesses that trade on a global scale and explore their reasons for doing so, including moral/ethical dimensions.

**Assessment Structure:**

Component	Assessment	%
Paper 1: Marketing, people and global businesses	2 Hour written examination	35
Paper 2: Business activities, decisions and strategy	2 Hour written examination	35
Paper 3: Investigating business in a competitive environment.	2 Hour written examination based on student research and unseen materials	30

**Career prospects:**

Depending on how specialised you wish to go, there are many business careers available in virtually every sector you can think of; all industries need strong leaders, managers, financial advisors and market-savvy decision-makers. For many business graduates, however, the traditional pathways still hold a strong appeal, including careers in the banking and financial sectors, consultancy, human resources and marketing role

**Subject: Chemistry****Specification Number: AQA GCE in Chemistry****Contact Person: Ms Erasmus****Email: [jerasmus@sharjahenglishschool.org](mailto:jerasmus@sharjahenglishschool.org)****Course outline:**

Chemistry provides an important understanding of our world and how it works. It is an extremely practical science that has a great impact upon our daily lives. New and better materials ranging from super-tough Kevlar fibers to medicines like Taxol (for cancer therapy) help improve our standard of living. This course provides an important tool to understand the world around us. You will build up a range of practical skills that require creativity and accuracy as well as developing a firm understanding of environmental and safety issues.

*"Wherever we look, the work of the chemist has raised the level  
Of our civilization has increased the productive capacity of the nation." John Calvin Coolidge*

Course structure GCE (A-Level) Chemistry consists of 3 branches:

- **Unit 1** covers the core principles of Physical Chemistry and allows students to develop the basic skills required throughout the course in addition to learning about Rates of Reaction, Energetics and the fundamental relationships connecting chemical equations and mass.
- **Unit 2** focuses on applications of Inorganic Chemistry. The students learn how different metals are extracted and purified from the earth. The unit also includes how biofuels are made and have the potential to reduce greenhouse emissions as well as the deleterious use of CFCs and the destruction of the ozone layer.
- In **Unit 3** the students learn the basics of Organic chemistry, systematically naming organic compounds and gaining an understanding of analytical techniques.

Practical skills will be covered in 12 compulsory practicals and will be assessed by examination

**Assessment Criteria:**

Component	Assessment	%
Paper 1 Physical & Inorganic Chemistry, including practical skills.	2 hour written examination	35
Paper 2 Physical & Organic Chemistry, including practical skills.	2 hour written examination	35
Paper 3 (Assessing any content from topics 1-8 including practical skills)	2 hour written examination	30

**Career prospects:**

Chemistry leads on to a wide range of courses and careers. These include chemical engineering, medicine, veterinary medicine, biological sciences, environmental science, pharmacy, forensic science and dentistry.

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**Subject: Computer Science**  
**Specification Number: AQA GCE in Computer Science**  
**Contact Person: Mr Taib**  
**Email: [mtaib@sharjahenglishschool.org](mailto:mtaib@sharjahenglishschool.org)**

**Course outline:**

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

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

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Systematic approach to problem solving
- Theory of computation

Candidates answer a series of short questions and write/adapt/extend programs in an electronic answer booklet provided by AQA. AQA provides preliminary material, a Skeleton Program and, where appropriate, test data, for use during the exam. This will test the candidate's programming and problem solving skills.

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

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of databases
- Big Data
- Fundamentals of functional programming
- Systematic approach to problem solving

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

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

**Assessment Criteria:**

Component	Assessment	%
Paper 1 On Screen Examination	2 ½ hour Examination	40
Paper 2 Written Examination	2 ½ hour Examination	40
Non-Exam Assessment	Project Based	20

### Career prospects:

The colossal growth of computing in the past few decades offers evidence of just how unpredictable an area it is. The scope for progression is considerable to say the least and it is easy to see why so many people want to be part of such an opportunity. When you commit to studying a subject the minimum you want is to know that your future is secure. Traditionally, computer science graduates would move into programming and software engineering. However, as the influence of computing continues to grow, graduates can also expect to be offered positions in other fields.

## Design & Technology (Product Design)

**Specification Number: AQA GCE in Design & Technology**

**Contact Person: Ms Bayford**

**Email: [kbayford@sharjahenglishschool.org](mailto:kbayford@sharjahenglishschool.org)**

### Course outline:

A level Product Design has evolved through consultation with design practitioners, to offer a fresh approach to the dynamic world of Design and Technology. The course aims to develop students knowledge and understanding of Product Design through a range of teaching and learning styles focusing on, research, analysis, product development, project planning and evaluation.

A-level Product Design requires students to engage in both practical and theoretical study. This specification requires students to cover design and technology skills and knowledge as set out below. These have been separated into:

- Core technical principles
- Core designing and making principles
- Additional specialist knowledge.

### Assessment Criteria:

Component	Assessment	%
Paper 1 Core technical, designing and making principles	2 hour 30 minutes written examination	30

Paper 2 Specialist knowledge, technical and designing and making principles.	1 hour 30 minutes written examination	20
Paper 3 Practical application of technical principles, designing and making principles and specialist knowledge.	Non-exam assessment	50

### Career prospects:

Product design encompasses a wide range of design disciplines allowing the students to move on to further studies in many areas of creative activity. Possible direct career pathways include: Industrial Design, Product Design, Graphic Design, Fashion Design, Web Design, Architecture, Engineering (Mechanical and Electronic), Retail Design, Interior Design, Automotive Design, Service Design, Architecture and many more. The planning, decision-making and communication skills gained are considered to be transferable and valuable in almost every other profession.

### Subject: Drama & Theatre

**Specification Number: Edexcel GCE in Drama and Theatre (9DR0)**

**Contact Person: Ms Collins**

**Email: [icollins@sharjahenglishschool.org](mailto:icollins@sharjahenglishschool.org)**

### Course outline:

The course allows students to develop and apply an informed analytical framework for making, performing, interpreting and understanding Drama and Theatre. It allows students to understand the relevant theoretical research involved in creating theatre. Students will develop an understanding and appreciation of how social, cultural and historical contexts have influenced Drama and Theatre as well as the practises of twenty-first century theatre making. They will experience a range of opportunities to create theatre from a range of both published texts and devised work and experience this as both theatre maker and audience. Finally, students will evaluate their own work closely as well as the work of others.

*"With any part you play, there is a certain amount of yourself in it. There has to be, otherwise it's just not acting. It's lying." - Johnny Depp*

### Course structure:

- **Component 1 - Devising 40%** - Students will devise a piece of theatre using an extract from a play as a stimulus and the training from one notable theatre practitioner / company whose acting style will provide the framework for our students' piece. This is internally assessed and externally moderated through a portfolio of work and a recording of the final performance.
- **Component 2 - Text in Performance 20%** - Students will explore a complete set text practically as well as complete a live theatre evaluation. This is an externally examined unit with a visiting examiner in attendance for the final performances.

- Component 3 - Theatre Makers in Practice 40%** - Students will explore a complete set text focusing on how it could be realised in performance. They will explore another set text in light of a chosen practitioner whilst considering how the text could be reimagined for a contemporary audience. They will also complete a live theatre evaluation. This is an examined unit with an exam paper of 2 hours and 30 minutes.

**Career prospects:**

A Level Drama and Theatre is not just about acting. The course covers an array of transferable skills that will be useful throughout life: communication, presentation/public speaking, group and leadership skills, problem solving, time management, initiative and the ability to work to a deadline.

A-level Drama and Theatre Studies is a highly sought after essay based on A-level; it is useful for students considering Higher Education in any arts or humanities subjects including English Language and Literature, Journalism, Dance, Music, Art and Design, Media Studies. It is also an ideal subject to help propel you into the world of Business, Law, public speaking, sales, government and politics and much more.

*"I regard the theatre as the greatest of all art forms; the most immediate way in which a human being can share with another the sense of what it is to be a human being ."* - Oscar Wilde

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**Subject: Economics (A)**

**Specification Number: Edexcel GCE in Economics A (9EC0)**

**Contact Person: Ms Oliva**

**Email: [toliva@sharjahenglishschool.org](mailto:toliva@sharjahenglishschool.org)**

**Course outline:**

Economics is the study of how humans make decisions in the face of scarcity. These can be individual decisions, family decisions, business decisions or societal decisions. If you look around carefully, you will see that scarcity is a fact of life.

*"Economics is fascinating to study because it is so applicable to everyday life. Why is the economy taking so long to recover from the financial crisis? Will the government be able to repay its mountain of debt? There are very few subjects that you can study during the day and see the relevance of what you've learned on the news at night."*

*Karen Ward – Senior Global Economist at HSBC*

**A Level Economics A, Assessment Structure:**

Component	Assessment	%
Paper 1: Markets and Business Behaviour	2 Hour Written Examination	35
Paper 2: The National and Global Economy	2 Hour Written Examination	35

Paper 3: Microeconomics and Macroeconomics	2 Hour Written Examination	30
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A Level Economics Course Structure:	
Theme 1	Theme 2
Introduction to markets and market failure. How markets work (or fail) looking at how supply and demand interact to allocate resources in local, national and international markets.	The UK economy – performance and policies. The key measures of economic performance and the main instruments of economic policy primarily in a UK context.
Theme 3	Theme 4
Business behaviour and the labour market: how the number and size of market participants, and the level of contestability, affect the pricing and nature of competition among firms.	A global perspective. Understand the significance of globalisation, international trade, and exchange rates. Examination of public finance, the role of the financial sector in a global context.

### Career Prospects:

Studying economics will help you develop transferable skills that will prepare you for studying at university or moving into the world of work. These include skills in data interpretation and essay writing.

Suitable higher education courses include economics degrees or degrees in applied economics such as environmental economics, labour economics, public sector economics or monetary economics. You might choose to study business economics, econometrics or a business and management degree.

## English Literature

**Specification Number: Edexcel GCE in English Literature (9ET0)**

**Contact Person: Miss Pierson**

**Email: [apierson@sharjahenglishschool.org](mailto:apierson@sharjahenglishschool.org)**

**(Note that A Level English Language is not offered)**

### Course outline:

The A-level English Literature course aims to build on the knowledge, understanding and skills established at GCSE. At A-Level, there is a distinct philosophy which focuses on different ways of reading and on the connections which exist between texts. The study of texts diachronically (across a very broad time period) is at the centre of the specification. Rather than imposing a uniform list of prescribed texts, various options are offered in terms of both time, period and genre. Students learn to connect and interpret texts in multiple ways in order to arrive at their own interpretations and become confident, autonomous readers.

### Unit 1: Drama:

- Students explore aspects of the form of drama through two plays. Using a study of set texts and wider critical reading, students will explore the generic conventions of tragedy or comedy.

One Shakespeare play and one other drama text will be studied. The study of the Shakespeare play is supported by a critical anthology provided by Edexcel.

**Unit 2: Prose:**

- Students will explore aspects of prose through two texts connected through a theme: Childhood, Colonisation and its Aftermath, Crime and Detection, Science and Society, The Supernatural or Women and Society. Students study two novels from a chosen theme, one of which will be a pre-1900 text, and will be expected to make comparisons between them.

**Unit 3: Poetry:**

- Students will consider the concerns and choices of modern-day poets and develop a depth of knowledge about poetic style by studying a collection of work from either a named poet or a poetic movement. They will also be expected to analyse an unseen poem. There are two set texts for study: 'Post-2000 poetry: Poems of the Decade' and either the study of a poetic movement or a poet..

**Unit 4: Non-examination assessment: Independent critical study:**

- This area of the course provides a challenging and wide-ranging opportunity for independent study. Students have free choice from a range of prose, poetry, drama or literary non-fiction for comparison. Selected texts may be linked by theme, movement, author or period.

**Assessment Criteria:**

**A Level:**

- Paper 1: Drama - (2 ¼ hours)
- Paper 2: Prose - (1 ¼ hours)
- Paper 3: Poetry - (2 ¼ hours)
- Non-examination assessment: Independent critical study - (2,500-3,000 words)

**Career prospects:**

Successful English candidates are likely to aim towards further study or careers in: media (TV / film) or journalism; advertising or copywriting; public relations; drama or theatre; writing; publishing etc. An English qualification is also an established route into law. There are, in fact, few careers where enhanced communication skills would not be highly valued; all successful business people, politicians and leaders need to be excellent communicators.

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**Subject: French**

**Specification Number: Edexcel GCE in French (9FR0)**

**Contact Person: Mr Evans**

**Email: [revans@sharjahenglishschool.org](mailto:revans@sharjahenglishschool.org)**

**Course outline:**

French at A level is designed to enable students to enhance their knowledge and understanding of the French language, the culture of France and other Francophone countries. Students not only build upon the four traditional skills (aural, oral, reading and writing) developed during the GCSE French course but also acquire practical and valuable, transferable study skills. Independent research is a main course requirement in addition to a passion for languages.

The course features familiar and engaging themes as well as some new content with clear links to some fundamental aspects of the culture of France and French speaking communities. It also offers a rich choice of literary texts and films, both contemporary and classical titles. Students apply their knowledge to give critical responses in their writing and speaking.

- Thème 1: *Les changements dans la société française*
- Thème 2: *La culture politique et artistique dans les pays francophones*
- Thème 3: *L'immigration et la société multiculturelle française*
- Thème 4: *L'Occupation et la Résistance*

**Assessment Criteria:**

Paper	Unit Content	Unit Assessment
Paper 1	Listening, Reading and Translation	Translation into English
Paper 2	Written response to works and translation	Translation into French- 2 essays
Paper 3	Speaking	Stimulus card / Presentation and discussion of independent research project

**Career prospects:**

Languages combine particularly well with subjects such as Economics or Law and can lead to study programmes abroad. With a definite demand for professional competence in a modern foreign language, A Level language qualifications become a valuable asset when applying to university courses or positions in international organisations.

**Subject: Further Mathematics**

**Specification Number: Edexcel GCE in Further Mathematics (9FM0)**

**Contact Person: Ms Coulson**

**Email: [rcoulson@sharjahenglishschool.org](mailto:rcoulson@sharjahenglishschool.org)**

**Course outline:**

This course is intended for high ability students who have achieved, or are likely to achieve, a high grade in the A Level Mathematics examination. The A Level Further Mathematics syllabus enables students to extend their mathematical skills, knowledge and understanding developed in the A Level Mathematics course.

**First year: Further Mathematics:**

Consists of one Core Pure Mathematics book and two Applied books which are selected from a list of options: Further Pure, Statistics, Decision Maths or Mechanics.

**Second Year: Further Mathematics:**

Consists of two Core Pure Mathematics books and two Applied books which are selected from a list of

options: Further Pure, Statistics, Decision Maths or Mechanics.

### **Assessment:**

First Year: Each paper is: 1 hour and 40 minutes written examination

- Paper 1: Core Pure Mathematics (\*Paper code: 8FM0/01) 50% of the qualification, 80 marks
- Paper 2: Further Mathematics Options (\*Paper codes: 8FM0/2A-2K) 50% of the qualification, 80 marks

Second Year: Each paper is: 1 hour and 30 minutes written examination.

- Paper 1: Core Pure Mathematics 1 (\*Paper code: 9FM0/01) 25% of the qualification, 75 marks
- Paper 2: Core Pure Mathematics 2 (\*Paper code: 9FM0/02) 25% of the qualification, 75 marks
- Paper 3: Further Mathematics Option 1 (\*Paper codes: 9FM0/3A-3D) 25% of the qualification, 75 marks
- Paper 4: Further Mathematics Option 2 (\*Paper codes: 9FM0/4A-4G) 25% of the qualification, 75 marks

### **Career prospects:**

If you really enjoy Maths, you might consider taking Further Maths at A-level. You don't need to study Further Maths to get a place to study Mathematics at University but extra study is always an advantage, it gives you an excellent grounding in the subject and can also be fun! Some universities may require Further Maths, so make sure you are aware of the entry qualifications when choosing a university and course.

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## **Subject: Geography**

### **Specification Number: Edexcel GCE in Geography (9GE0)**

**Contact Person: Ms Lok**

**Email: [slok@sharjahenglishschool.org](mailto:slok@sharjahenglishschool.org)**

### **Course outline:**

The course allows students to study discrete areas of the subject through an inquiry or issues based approach. This enables students to analyse, assess and evaluate contemporary geographical questions and issues and use critical thinking skills. Issues such as the consequences of globalisation, regeneration schemes, hazard response and mitigation, water insecurity and many geopolitical topics that pave the way for a secure understanding of international relations. The course gives students the opportunity to develop an in-depth thesis (Paper 4) where a hypothesis is generated on a chosen topic. Data collection skills lead to analysis, coherent conclusions and overall critique. The experiences attained conducting Paper 4 lead to interesting interview conversations and the confidence and skills honed are attractive to future employers. Our students become critical, reflective and independent learners. Students are also encouraged to make links between different geographical ideas and concepts through synoptic themes embedded in the compulsory content - players, attitudes, actions, futures and uncertainties.

### **Area of Study 1 - Dynamic Landscapes**

- Topic 1- Tectonic Processes and Hazards
- Topic 2 – Landscape Systems, Processes and Change – Coastal Geography

### Area of Study 2 - Dynamic Places

- Topic 3 - Globalisation
- Topic 4 – Shaping Places – Regenerating Places

### Area of Study 3 – Physical Systems and Sustainability

- Topic 5 – The Water Cycle and Water Insecurity
- Topic 6 – The Carbon Cycle and Energy Security
- Topic 7 – Superpowers

### Area of Study 4 – Human Systems and Geopolitics

- Topic 8 – Global Development and Connections (Health, Human Rights and Intervention or Migration, Identity and Sovereignty)

#### Assessment:

#### Non Examination assessment - Independent Fieldwork Investigation:

The student defines a question or issue for investigation relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification and entails collecting primary and secondary data using valid sampling strategies to satisfy the investigation.

#### Synoptic Paper (20% of the overall qualification externally assessed):

The specification contains three synoptic themes within the compulsory content. Players, Attitudes and Actions, Futures and uncertainties.

#### Career prospects:

Geography has seen our students enter careers in Law, International Relations, Oceanography, Marine Biology and Economics. Geography maintains many skills and compliments many subjects such as Spearman's Rank and Correlation in Maths to Acidification and Coral Fragility in Science. Geographers are problem solvers and can enter many careers and become decision makers in fields such as sustainability, world trade and geopolitics. Geography is increasingly recognised by governments and businesses.

### Subject: History

#### Specification Number: Edexcel GCE in History (9HI0)

Contact Person: Ms Hellewell

Email: [rhellewell@sharjahenglishschool.org](mailto:rhellewell@sharjahenglishschool.org)

#### Course outline:

The course offers a wide and stimulating choice of content including British, European and World history, covering areas such as Mao's China and the British Empire. There are four units, two to be completed in each year of the course. Coursework is a feature of A2 and the specification offers a choice of question in every unit.

*History, by appraising. ...[the students] of the past,  
will enable them to judge the future.  
Thomas Jefferson*

**Unit 1:** Breadth Study with interpretations. Option E – Russia, 1917-91: from Lenin to Yeltsin. Written

examination, 30%

- Students will explore the key political, social and economic features of communist rule in Russia, an era that saw its authority and influence rise to the status of a superpower, only to diminish and decline later in the century.

**Unit 2:** Depth Study. Option E.1 - Mao's China, 1949-76. Written examination, 20%

- Students study Mao Zedong's policies on the lives of the Chinese people, and Mao's role in driving dramatic political, social and economic changes. The aftershocks of these changes are still being felt today as China emerges as a great economic and political power.

**Unit 3:** Themes in breadth with aspects in depth. Option 31 : Rebellion and Disorder under the Tudors 1485 – 1603 30%

- This option comprises two parts: the Aspects in breadth focus on long-term changes and contextualise the aspects in depth, which focus in detail on key episodes. Together, the breadth and depth topics explore the nature of rebellion and disorder under the Tudors and the way the various challenges were met; the nature of change in government over the period and the changing relationship between the Crown and key sections of society. The option enables students to explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen.

**Unit 4:** Historical Enquiry. Internally assessed coursework, 1 extended 4000 word essay, 20%

- Students will carry out an independent enquiry looking at a historical controversy.

### **Career prospects:**

The study of history sharpens logical, critical, and analytic thinking; providing young people with opportunities to develop a variety of skills that will contribute to their employability, whatever their chosen career. The transferable skills, abilities and attitudes to independent learning developed through the study of history make young people attractive to employers.

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### **Subject: Mathematics**

**Specification Number: Edexcel GCE in Mathematics ([9MA0](#))**

**Contact Person: Ms Coulson**

**Email: [rcoulson@sharjahenglishschool.org](mailto:rcoulson@sharjahenglishschool.org)**

### **Course outline:**

The Edexcel A Level Mathematics course has been designed to encourage students to develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment. Throughout this course, students will greatly extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems. They will develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected. Also, they will develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general.

**Year 12:** Consists of 1 Pure Maths book and 1 Applied Maths book, covering Statistics and Mechanics. In Pure Maths the topics include; Algebraic Expressions, Quadratics, Circle Geometry, Logarithms, Vectors, Calculus and Trigonometry.

**Year 13:** Consists of 2 Pure Maths books and 2 Applied Maths books, covering Statistics and Mechanics. In Pure Maths we build on the topics from AS and introduce Parametric Equations, Series and Numerical Methods.

**Assessment:**

- **Paper 1:** Pure Mathematics (\*Paper code: 8MA0/01) 2 hours, 62.5% of the qualification, 100 marks
- **Paper 2:** Statistics and Mechanics (\*Paper code: 8MA0/02) 1 hour 15 minutes, 37.5% of the qualification, 60 marks

Each paper is a 2-hour written examination:

- **Paper 1:** Pure Mathematics 1 (\*Paper code: 9MA0/01) 33.33% of the qualification, 100 marks
- **Paper 2:** Pure Mathematics 2 (\*Paper code: 9MA0/02) 33.33% of the qualification, 100 marks
- **Paper 3:** Statistics and Mechanics (\*Paper code: 9MA0/03) 33.33% of the qualification, 100 marks

**Career prospects:**

This core subject is highly valued by most employers and is often required for entry to further or higher education. Possible careers are: pilot, accountant, commercial analyst, air traffic controller, economist, architect, banker, stockbroker, engineer, financial consultant, surveyor, mathematician.

*"Maths is not about numbers, equations, computations; or algorithms: it is about UNDERSTANDING"*  
William Paul Thurston

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**Subject: Music**

**Specification: AQA GCE in Music ([7272](#))**

**Contact Person: Ms Snodgrass**

**Email: [tsnodgrass@sharjahenglishschool.org](mailto:tsnodgrass@sharjahenglishschool.org)**

**Course outline:**

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. That's why we offer a relevant and contemporary A-Level qualification that offers students the chance to study a wide range of musical genres. Our A-Level brings listening, performance and composition to life in new and engaging ways, and links to the world around us.

**Performing:**

Students must be able to perform music using one or both of the following ways:-

1. Instrumental/vocal: as a soloist and/or as part of an ensemble
2. Production: via music technology

Students must perform for a minimum of ten minutes and this is 35% of the overall mark.

**Composition:**

Students learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions. One must be in response to an externally set brief (composition 1) and the other must be a free composition (composition 2). The combined duration of the compositions must be a minimum of four and half minutes and this is 25% of your overall mark.

### **Listening and Appraising:**

The areas of study provide an appropriate focus to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. The areas of study can also provide a rich source of material for students to work with when discussing performance and composition skills.

There are seven areas of study:

1. Western Classical tradition 1650-1910
2. Pop Music
3. Music for Media
4. Music for Theatre
5. Jazz
6. Contemporary traditional music
7. Art Music since 1910

Students must study Area of Study 1 and choose two from Areas of Study 2-7 The Listening exam is 40% of your overall mark

### **Career prospects:**

The full A Level course is excellent preparation for higher education courses leading to a professional performance or teaching of music. It also offers a broad and satisfying experience for those who are generally interested in Music.

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## **Subject: Physics**

**Specification Number: AQA GCE in Physics**

**Contact Person: Mr Winstanley**

**Email: [jwinstanley@sharjahenglishschool.org](mailto:jwinstanley@sharjahenglishschool.org)**

### **Course outline:**

Physics is concerned with the discovery and characterisation of the universal laws which govern matter, energy, space and time. Studying Physics A Level at SES will develop your understanding of the world around you by explaining the principles behind natural phenomena such as forces and motion, electricity, radioactivity and waves. You will see how the use of magnetic fields in particle accelerators has enhanced our understanding of atoms and the structure of matter as well as how physics lies at the very core of every aspect of life, from energy production to engineering, aerospace, medicine and construction. Physics is life and life is Physics!

*Equipped with his five senses, man explores the universe  
around him and calls the adventure Science.  
Edwin Powell Hubble, The Nature of Science, 1954*

**Course structure:**

There are 8 core topic areas in the new A Level physics syllabus. They are:

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity.
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics.

The optional topics are Astrophysics, Medical physics, Engineering physics, Turning points in physics & Electronics

**Assessment Criteria:**

Component	Assessment	%
Paper 1 (Assessing any content from topics 1-5 including periodic motion)	2 hour written examination	35
Paper 2 (Assessing content from topics 6,2,7 -8 inc. practical skills)	2 hour written examination	35
Paper 3 A: Practical skills & data analysis B: Optional topic	2 hour written examination	30

**Career prospects:**

Accountant, Air traffic controller, Astronaut, Banker, Barrister, Civil Servant, Computer programmer, Defence specialist, Engineer, Geologist, Musical instrument designer, Pilot, Physicist, Politician, Lawyer, Meteorologist, Stockbroker, Teacher and almost any other career.

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**Psychology**

**Specification Number: AQA GCE in Psychology**

**Contact Person: Ms Hussain**

**Email: [ghussain@sharjahenglishschool.org](mailto:ghussain@sharjahenglishschool.org)**

**Course outline:**

Psychology is the ‘scientific study of the mind and behaviour’, and the A Level offers an introduction to six ‘core’ areas of the discipline. Social Psychology focuses on the social interactions people have with each other. We function fully as people in the company of, and with the help of, others. Amongst other issues, this course explains why we conform and why we are likely to obey authority figures. Cognitive Psychology looks at how

we perceive and interpret the world around us. Cognitive psychologists are interested in 'thinking' and are therefore concerned with internal mental processes, and how those processes are involved in the development of behaviours such as perception and intelligence. One of the most important topics is memory.

Developmental Psychology considers how people develop and change from before they are born, throughout their lives. At A Level, the focus is on the development of an infant's attachment to a primary caregiver, and the problems that occur when this does not happen. Psychologists interested in Psychopathology study the causes of mental disorders, such as OCD, Phobias and Schizophrenia. If we can understand what causes these disorders, then we can hopefully develop ways of treating them, so psychopathologists are also interested in therapies. Biological Psychology looks at the role of evolutionary forces and genetics in behaviour. It investigates how the nervous system and hormones work, how the brain functions, and how changes in these can affect behaviour.

### **Assessment Criteria:**

A Level Psychology is a linear subject, assessed at the end of two years of study. The AQA examination board uses three examinations to assess you. Each of these exams comprises a number of short questions, essay questions and scenarios to which you are required to apply your knowledge.

- **Paper 1:** Introductory Topics in Psychology (Social Influence, Memory, Attachment, and Psychopathology).
- **Paper 2:** Psychology in Context (Approaches in Psychology, Research Methods and Biopsychology).
- **Paper 3:** Issues and Options in Psychology (Section A is a compulsory section on Issues and Debates in Psychology. Sections B, C, D each contain questions on the in-depth option topics you've studied (e.g. Relationships, Eating Behaviours, Forensic Psychology))

### **Career Prospects:**

A degree in Psychology does not require you to have studied Psychology A Level. However, many courses ask for a science subject, of which Psychology is one. A Level Psychology will provide you with the skills required of an undergraduate - an inquiring mind and the ability to use scientific research findings to support and challenge various claims about why people behave the way that they do.

# BTEC Subject Options

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**Subject: Business**

**Specification Number: Edexcel: BTEC International Level 3 Advanced Subsidiary Diploma, & Diploma.**

**Contact Person: Ms Mcardle**

**Email: [fcardle@sharjahenglishschool.org](mailto:fcardle@sharjahenglishschool.org)**

## **Course overview:**

The BTEC International Level 3 in Business enables students to focus on a range of business topics and gain a developed knowledge of Business across the globe. Students will be assessed in a variety of formats and gain educational as well as practical business skills. The BTEC is a 100% coursework only subject – there are no examinations involved. Students will, however, need to spend time completing work to a high standard, outside of lesson time. The work and assessments may take the form of presentations, videos, performance logs, promotional materials and written documents.

## **Example of units:**

- Unit 1: Exploring Business
- Unit 2: Research and plan a marketing campaign
- Unit 3: Business finance
- Unit 4: Managing an event
- Unit 6: Principles of Management
- Unit 7: Business decision making

Optional units will be chosen based upon the cohort of students and their individual requirements and preferences.

## **Progression:**

BTEC International Level 3 Diploma in Business provides a route into the many diverse areas of business. These could include specialist areas such as marketing, finance, customer service or human resources, in large organisations or a role in small, local business. It also provides the opportunity to access higher education.

## **Co-curricular Activities:**

Students will get many opportunities for hands-on experience whilst studying the course, with visits to several key industries here in the Emirate, completing work experience, participating in residential visits and organising and participating in international trips.

## **Assessment:**

BTEC International advanced subsidiary diploma and diploma qualifications provide a broad understanding of the way businesses work. Students study a range of units each focusing on a different aspect of the Business world, including marketing, operations, finance and human resources. During the two year course, students organise events, guest speakers, complete visits to business and apply their soft skills to completing work experience in a business of their choice. Students will be awarded a Pass, Merit, or Distinction for each unit. Students can achieve a Pass, Merit, Distinction or Distinction\* at the end of the two year course.

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**Subject: Sport**

**Specification Number: Edexcel: BTEC International Level 3 Advanced Subsidiary Diploma.**

**Contact Person: Mr Waterson**

**Email: [kwaterson@sharjahenglishschool.org](mailto:kwaterson@sharjahenglishschool.org)**

**Example of units:**

**Unit 1: Health, Wellbeing and Sport:**

- Learners will explore the importance of physical activity and wellbeing of different types of participants. This will include investigating physical and mental health and suggesting ways to improve them.

**Unit 2: Careers in the Sport and Active Leisure Industry**

- Learners develop an understanding of careers in the sport and active leisure industry, and skills, knowledge and behaviours for employment in the industry

**Unit 3: Research Project in Sport**

- Learners propose and undertake research in a sport context

**Unit 24: Applied Sports Anatomy and Physiology**

- Learners explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and develop an understanding of the fundamentals of the energy systems.

**Unit 26: Nutrition for Physical Performance**

- Learners explore the importance of nutrition and hydration within a sport context.

**Unit 27: Sports Psychology**

- Learners develop an understanding of the psychological demands of sport and develop techniques to improve sporting performance.

**Unit 34: Sport Development**

- Learners explore the principles of sports development; the key agencies involved and provide applied examples of current practice.

### **Unit 35: Practical Sports Performance**

- Learners develop the skills, techniques and tactics of selected sports through active participation in individual or team sports.

Optional units will be chosen based upon the cohort of students and their individual requirements and preferences.

#### **Progression:**

Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in Physical Education or other subjects. Previously, students have studied sports coaching, development, business, events, physiotherapy and nutrition following on from this course.

#### **Co-Curricular Activities:**

Students are encouraged to take part in sports clubs inside and outside school. This will enhance their skills for several of the mandatory units, including fitness, coaching and practical units.

#### **Assessment**

- Students will be assessed throughout the course in a variety of methods including: posters, leaflets, verbal presentations, practical performance, work experience, leadership tasks etc.
- Students will be awarded pass, merit or distinction for tasks which will accumulate to points for the final mark.