



أكاديمية جيمس ولينغتون - شارع الخيل
GEMS Wellington Academy
AL KHAIL



Sixth Form Prospectus 2026/27



LIMITLESS
LEARNING

GEMS
EDUCATION



WELCOME FROM THE SECONDARY PRINCIPAL

Dear Parents,

Welcome to the GEMS Wellington Academy – Al Khail Sixth Form, where our programmes not only provide students with the qualifications required for university but also equip them with the skills and attributes needed to pursue their future ambitions. At the heart of our Sixth Form provision lies a cutting-edge range of qualifications that enable students to access degree courses at top universities across the globe. Running alongside our A Level and BTEC pathways is a high-quality supplementary programme designed to ensure our students stand out when applying for competitive and world-renowned universities.

What truly sets our Sixth Form apart is our commitment to providing a distinctive and forward-thinking education. Our elite athlete programme allows talented sportsmen and women to balance academic excellence with high-level training and competition, supported through a flexible and personalised curriculum. As a research-informed school underpinned by the Science of Learning, we ensure that teaching and learning are rooted in proven cognitive principles, helping students to study more effectively and retain knowledge for the long term. Our culture of innovation further empowers students to think creatively, engage with emerging technologies, and develop the adaptability and problem-solving skills essential for success in the modern world.

Entering the Sixth Form marks an important and exciting stage in a young person’s educational journey. Throughout this booklet, you will discover the extensive network of support available to students as they embark on their final two years of school. Alongside academic excellence, our students are encouraged to take ownership of their learning while serving as role models and leaders for younger year groups.

The ethos of our Sixth Form is built on high expectations, academic excellence, and personal growth. Our students benefit from exceptional teaching, an experienced Sixth Form leadership team, and a world-class Post-16 curriculum. At GEMS Wellington Academy – Al Khail, we provide our students with everything they need to become the best version of themselves, and I very much look forward to seeing them flourish in the year ahead.



Benjamin Parkes
Secondary Principal





WELCOME FROM THE SIXTH FORM LEADERSHIP TEAM

Dear Parents,

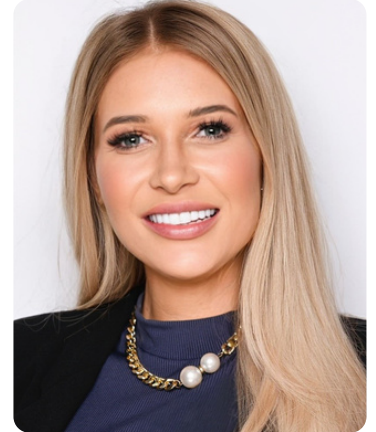
We are delighted to introduce our Post-16 curriculum offer for the coming academic year and to welcome you to Sixth Form at GEMS Wellington Academy – Al Khail.

As a Premium British curriculum school serving the growing Dubai Hills community, we are proud of our vibrant, multicultural and inclusive Sixth Form. Taught by highly qualified UK-trained staff and supported by outstanding facilities, our students are encouraged—and expected—to aim high and achieve their personal best.

Our curriculum offers extensive choice and flexibility, with a wide range of A Level, International A Level, and International BTEC (vocational) pathways. Students select subjects that match their interests, strengths and Further Education ambitions and we strive to nurture genuine passion for learning within a truly well-rounded and holistic education.

Beyond academic study, students engage in a bespoke super-curricular programme that develops leadership, community service, extended research and innovation. Our approach ensures learners graduate with more than grades; leaving us with the character, skills and confidence to thrive. Every student also has access to a dedicated “Careers, Guidance and Universities Counsellor” for personalised guidance and support with applications to universities around the world.

We are immensely proud of our Sixth Form community and the calibre of young people it produces. Our team look forward to working closely with you to provide the support, challenge and guidance that will make this final stage of school a successful and exciting one.



Clair Knowland
Assistant Principal KS5



Lyndsey Harkness
Head of Sixth Form - Academic



Aimee McCabe
Head of Sixth Form - Pastoral



Luke Steinman
Deputy Head of Sixth Form



LIFE AT THE ACADEMY – STUDENT LEADERSHIP

At WEK Sixth Form, we are proud to provide a wide range of student leadership opportunities that enable our learners to develop key skills in communication, organisation and responsibility.

In Year 12, students can apply for positions such as House Captains and House Mascots representing Onyx, Ruby, Pearl, and Emerald. These roles offer students the opportunity to take on responsibility across the whole school by leading and delivering house and year group assemblies, supporting Academy wide events and championing student participation in a variety of activities and competitions.

Towards the end of Year 12, applications open for Senior Leadership Roles including Head Boy, Head Girl, Deputy Head Boy, Deputy Head Girl and Senior Prefects. Students in these prestigious roles take on wider responsibilities such as overseeing whole-school student council meetings, assisting in the coordination of events and charity initiatives, whilst representing the school community with pride.

We actively encourage all students to engage in these leadership opportunities and wider student council roles to enhance their competencies, nurture their confidence and support their personal growth as future leaders.





LIFE AT THE ACADEMY – THE EXECUTIVE STUDENT LEADERSHIP TEAM

HEAD BOY & HEAD GIRL

”

Hello,

My name is Latofat Boypochoeva, and I am honoured to serve as your Head Girl for the 2025/2026 academic year. I joined the academy in Year 12, and I am currently studying Mathematics, Law, and Economics at A level. I aspire to pursue a degree in Law at a university in the UK.

I am truly excited about the opportunity to make a positive impact within our school community — to support, inspire, and motivate fellow students, and to help create meaningful and memorable experiences for everyone.

Latofat Boypochoeva
Head Girl



”

Hello,

My name is Bereket Abrha, and I am honoured to serve as your Head Boy for the 2025/2026 academic year. I have been part of WEK since Year 7, and I am currently studying Physics, Mathematics, and Economics at A level, with the ambition of pursuing a degree in Civil Engineering at university.

In addition to my academic pursuits, I am proud to represent our school as a member of the U19 PFC team.

My goal this year is to ensure that every student feels valued, supported, and empowered within our community. Together, we can create an unforgettable and inspiring chapter at WEK.

Bereket Michael Abhra
Head Boy





OUR CURRICULUM OFFER

GEMS Wellington Academy - Al Khail is a British Curriculum School that offers A-Level, International A-Level and International BTEC qualifications during Post-16 education.

A-LEVEL A-Levels are recognised and respected by universities and employers as the 'academic gold standard' of international qualifications around the globe. They strongly support entry into traditional professions such as Medicine and Engineering, and with the right combinations of subjects they also provide high levels of flexibility for individuals who are still deciding on a specific university course and career pathway.

INTERNATIONAL A-LEVEL (IAL)

International A-Levels are also recognised by top universities worldwide. International A-Levels are similar to A-Levels but they have a more flexible, modular structure than A-Level and the syllabus content is designed to have greater international relevance.

Students will study a minimum of three and a maximum of four A or IALs subjects (upon application) in both Year 12 and Year 13.

INTERNATIONAL BTEC LEVEL 3 QUALIFICATIONS

The **International BTEC Level 3** is in tune and up-to-date with the latest content relating to industries such as Technology, Biomedical Science, Business, Sport and Performing Arts.

The heart of the qualification focuses on students putting their learning into practice. They learn through real-life scenarios, equipping students with the knowledge and skills to succeed in whatever progression path students choose in the future.

The UK exam board (Pearson) have worked with employers to develop BTEC qualifications, to help ensure that the international BTEC Level 3 is recognised by employers, universities and Ministries of Education around the world. As well as U.K. universities, International BTEC Level 3 qualifications are endorsed by universities in Canada, New Zealand and Australia, opening up further global opportunities and progression pathways for our students. Students are able to combine their studies with A-Levels, progress to higher education, or start their careers with life-long transferable skills. The flexible structure of IBTECs allows students to explore sectors before deciding their future path. The courses are international, so if personal circumstances change during a BTEC course, students can continue studying in a different country.





OUR CURRICULUM OFFER

GEMS WELLINGTON ACADEMY SUPER - CURRICULAR PROGRAMMES

At WEK Sixth Form, every student takes part in our Super-Curricular Programme, designed to stretch thinking beyond the exam syllabus and prepare learners for university and the workplace.

Research Skills: Students learn how to frame questions, find and evaluate credible sources, reference correctly and present findings with confidence.

Benefits: Builds academic writing and critical thinking, strengthens UCAS/college applications and gives students a head start for first-year university study.

Careers Programme: A structured pathway of employer talks, university fairs, application workshops, interview practice and one-to-one guidance.

Benefits: Informed post-18 choices, stronger personal statements/CVs and a clear plan linking subjects to degrees, apprenticeships and careers.

Independent Study Sessions: Timetabled periods in our Sixth Form Centre with quiet zones, supervised support and targeted study routines.

Benefits: Develops self-management, deepens subject mastery, and improves assessment outcomes through purposeful, guided independence.

Physical Education Core Lessons: Optional Physical Education lessons where students get to opt to participate in different sporting activities or complete a Sports Leadership qualification.

Benefits: Promotes Physical Health and Wellbeing, develops Personal and Social Skills, Builds Leadership and strengthens school and community links.

Coupled with our academic pathways our Super-curricular offer ensures students excel in exams and stand out beyond them.





OUR CURRICULUM OFFER

GEMS WELLINGTON ACADEMY POST-16 ELITE SPORTS PROGRAMMES

We are proud to offer our Football, Swimming and Tennis Elite Sports programmes, for Post-16 students, operated in conjunction with 'It's Just Football' (IJF) and 'Hamilton Aquatics'. These exciting programmes give talented young athletes, between the ages of 16-19, the chance to combine academic studies with tailored elite level performance training and sports science education, in our state-of-the-art facilities, by creating individualised and bespoke training timetables to find the perfect balance between training and academic commitments. sports science education, in our state-of-the-art facilities.

We support our student-athletes when they travel during term time for competitions, our staff go above and beyond to support our athletes to ensure these students are able to perform their best in and out of the classroom.

Other sectors of the Elite programme include:

- Elite performance coaching
- Strength and conditioning
- Use of training devices and technology
- Sport nutrition
- Sports therapy
- Further pathways for sport in Europe, US and UK including support with sports scholarships
- Internships with local sports partners
- Governing Body awards in coaching and officiating
- First Aid training Local, regional and national competition
- International tours





SIXTH FORM PATHWAYS & ENTRY REQUIREMENTS

General Sixth Form Entry

Pathway	Requirement
Extended A Level Pathway (Further Mathematics and EPQ upon application)	Minimum: 5 GCSEs at Grade 9–6 including English Language and Mathematics at Grade 5 or higher (or approved equivalents). Plus: Meet the subject-specific minimums for each A Level and meet the subject-specific minimum at a Grade 9 for Further Mathematics.
A Level Pathway	Minimum: 5 GCSEs at Grade 9–5 including English Language and Mathematics at Grade 5 or higher (or approved equivalents). Plus: Meet the subject-specific minimums for each A Level.
BTEC Pathway: 1 x BTEC Double (Diploma) + 1 x BTEC Single	Minimum: 5 GCSEs at Grade 9–4, including English Language and Mathematics at Grade 4 or higher (or approved equivalents).

Where appropriate and aligned to a student's future career pathway, the Academy may approve a blended programme combining selected A Levels and BTEC qualifications.

A Level Subject Entry Requirement

A Level Subject	GCSE Minimum Entry	Additional Grade(s) required	Further Requirements / information
Art, Craft and Design	5		If Art has not been previously studied, an interview and portfolio are required
Photography	5		Or Grade 6 in Art. If no Art based subject has been previously studied, an interview and portfolio are required
3-D Design	5		
Biology	7		Or 7-7 in Combined Science
Business	6	Grade 6 in English Language Grade 5 in Mathematics	
Chemistry	7	Grade 5 in Mathematics	Or Grade 7-7 in Combined Science
Computer Science	6	Grade 6 in Mathematics	



Drama and Theatre Studies	6	Grade 6 in English Language	If Drama has not previously been studied, an interview and audition are required
Economics	6	Grade 6 in English Language and Grade 6 in Mathematics	
English Language	6		Must be in first language English
English Literature	6		Must be in English Literature
Further Mathematics	6	Grade 9 Mathematics	Level 2 Extended Mathematics - Grade Distinction, will be accepted in place of GCSE Further Mathematics. Further Mathematics A Level must be taken alongside A Level Mathematics
Geography	6	Grade 6 English Language and Grade 5 in Mathematics	
History	6	Grade 6 in English Language	
Law	6	Grade 6 in English Language	
Mathematics	8		
Media Studies	5	Grade 6 in English Language or Literature	
MFL (French/Spanish)	6		Or be a native speaker
Music	5	Grade 6 in an instrument.	
Physical Education	6	Grade 6 in English Language and Grade 6 in Biology	Or 6-6 Combined Science
Physics	8	Grade 7 in Mathematics	Or Grade 7-7 in Combined Science
Politics	6		Or Grade 6 in English Language
Psychology	5		Or Grade 5 in English Language and Grade 5 in Biology or 5-5 Combined Science
Sociology	5		Or Grade 5 in English Language

If a subject has not previously been studied, upon discretion the school may request and consider:

- Additional evidence (e.g portfolio/alternative qualifications)
- Further baseline assessment on entry
- An interview by a subject specialist
- Teacher references
- CAT 4 assessment findings
- Holistic performance and attainment in other subjects



BTEC Entry Requirements

BTEC Subject	Overview
Entrepreneurship	Minimum Grade 4 in English Language and Mathematics. GCSE Business is desirable.
Hospitality	Minimum Grade 4 in English Language and Mathematics. Interest in events/catering is desirable.
Information Technology (IT)	Minimum Grade 4 in English Language and Mathematics. Prior Computer Science or ICT is desirable.
Performing Arts	Minimum Grade 4 in English Language and Mathematics. Audition and/or portfolio (dance/music/drama) is required.
Sport	Minimum Grade 4 in English Language and Mathematics and in addition Grade 5 in PE.

Equivalencies for Different Curriculum

GCSE Benchmark	MYP	CSE	US
GCSE 7 benchmark	6	90%	90%
GCSE 6 benchmark	5	5	80%
GCSE 5 benchmark	4	70%	70%





PREPARATION FOR HIGHER EDUCATION AND CAREERS

Careers Counselling

Choosing Pathways with Destinations in Mind

At GEMS Wellington Academy – Al Khail, our approach to post-16 guidance is clear: Every decision in Sixth Form should connect directly to a student's destination.

Our comprehensive Careers and University Guidance Programme ensures that students choose their pathways with clarity, confidence and global ambition. From Year 12, our Careers Counsellor works weekly with students in lectures to explore their interests, align subjects to future goals and plan routes to world-class universities and careers. This programme is provided alongside one-to-one meetings to support personalised pathway planning. Each pathway is built around three pillars: academic relevance, MOE equivalency and international recognition — empowering our students to open doors to tomorrow.



Rachael Thompson
Careers & Future Progression Advisor

Pathway Planning & Equivalency

Understanding equivalency is a vital step in post-16 education. Our counselling ensures all A Level, BTEC and blended pathways meet Ministry of Education (MOE) standards while maintaining global flexibility.

This consists of:

- Personalised subject-combination advice for competitive courses such as Medicine, Law, Architecture, Engineering and Psychology.
- Full MOE equivalency guidance — documentation, subject requirements, and university eligibility in the UAE and abroad.
- Global recognition mapping, ensuring every qualification is valued in the UK, Canada, US, Europe and the rest of the world.
- Clear communication to help parents understand pathways and long-term options.

Our Careers Programme

Our Careers Programme is woven into every aspect of Sixth Form life, giving students weekly, structured opportunities to explore and prepare for life beyond the Academy.

This consists of:

- Weekly Careers Lessons built into the timetable focusing on research, personal statements, and interviews.
- 1:1 Counselling Sessions with tailored academic and destination guidance.
- University & Industry Events, including our flagship Sixth Form Futures Fair and global university visits.
- Unifrog Platform Access — linking students to thousands of courses, apprenticeships, and career profiles.
- Parent Pathways Workshops to ensure families are informed partners in the decision-making process.





A-LEVEL ART AND DESIGN - EDEXCEL

ART CRAFT AND DESIGN

ASSESSMENT PROCESS

Component 1: Coursework 60% (including a 3000 word personal study essay).

Component 2: Externally set exam 40%.

COURSE OUTLINE

A-Level Art and Design is an adventurous, ambitious and enquiring approach to Art. Students will explore past and contemporary contextual sources and analyse artists and designers relevant to their personal journeys as work progresses. Ideas will be delivered through a breadth of media, materials, techniques, and processes and recorded in sketchbooks as an integral part of recording.

Term 1 of Year 12 is a Foundation Course; it is intended to build, challenge and embed the skillset and critical thinking required at A Level. This will be delivered through workshop skills-based activities, all underpinned by the formal art elements: form, space shape, colour, value, line and texture.

Component 1: In Term 2, year 12 will start their component 1 project that comprises 60% of their final A Level grade. This is a theme that students explore using contextual sources as influence. This will run until their 3 day coursework exam in December or January of Year 13, whereby students will make a final outcome that concludes the project. Students then write a personal study essay that substantiates component 1 – this is 3,000 words and attains the final element of their component 1 60% grade.

Component 2: In the second term of Yr 13, students are given an externally set assignment that provides a starting point to a new personal journey. Students have eight school weeks to develop ideas and materials in response to contextual sources and prepare an outcome. The final outcome is build in the timed final exam – this is 15 hours. This preparatory and developmental work, along with the final pieces, will then be submitted for moderation and will attain the remaining 40% of their A Level grade.

COURSE FORMAT

Linear

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL ART AND DESIGN - EDEXCEL

PHOTOGRAPHY

ASSESSMENT PROCESS

A-Level in Art and Design (Pearson Edexcel) is made up of two main components that assess your full creative process — from initial ideas to final outcomes.

Component 1: Personal Investigation (60%)

This is your main coursework project, started in Year 12 and completed in Year 13.

You will:

- Choose your own theme or area of interest
- Develop ideas through research, experimentation, and exploration
- Investigate relevant artists, designers, or photographers to support your concepts
- Produce a final practical outcome that communicates your personal ideas
- Write a Personal Study (a minimum of 1000 words, up to 3000) that analyses your creative journey and links it to contextual research

Component 2: Externally Set Assignment (40%)

In Term 2 of Year 13, you'll receive an exam paper with several starting points or themes to choose from. You'll:

- Select one theme that inspires you
- Research and develop ideas over about eight school weeks
- Create a final piece during a 15-hour practical exam

Assessment Criteria

Across both components, your work is marked against four key areas that cover all aspects of the creative process:

1. Developing ideas — showing clear influences and contextual understanding
2. Experimenting with media and processes — exploring different materials, tools, and techniques
3. Recording observations and insights — through drawings, photos, notes, or digital work
4. Presenting a personal, meaningful outcome — bringing together your skills and ideas in a final piece

Together, these components assess everything you do — your creativity, technical skill, research, experimentation, and final presentation — giving a complete picture of your development as an artist or designer.

COURSE OUTLINE

A-Level Photography is an expressive and experimental branch of the Edexcel Art and Design course. It's for students who want to explore ideas through imagery — capturing, editing, and presenting the world from their own perspective.

In **Term 1 of Year 12**, you'll complete a foundation course that builds your technical confidence and creative curiosity. Through workshops and practical projects, you'll develop camera skills, composition, lighting, editing, and visual storytelling, while researching photographers and artists who influence your own style.

From **Term 2 onwards**, you'll begin Component 1 — a personal investigation based on a theme that interests you. This includes your practical portfolio and a written Personal Study (a minimum of 1000 words, up to 3000), where you analyse and reflect on your chosen photographers, ideas, and creative journey. Together, these make up 60% of your final grade.

In **Year 13 Term 2**, you'll complete Component 2, an externally set project that introduces a new theme. You'll have time to develop your ideas before producing a final piece in a 15-hour practical exam, worth the remaining 40%.

This course is about developing your visual voice — combining creativity, critical thinking, and technical skill to tell stories through photography.

COURSE FORMAT

Linear

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL ART AND DESIGN - EDEXCEL

3D DESIGN

ASSESSMENT PROCESS

A-Level in Art and Design (Pearson Edexcel) is made up of two main components that assess your full creative process — from initial ideas to final outcomes.

Component 1: Personal Investigation (60%)

This is your main coursework project, started in Year 12 and completed in Year 13.

You will:

- Choose your own theme or area of interest
- Develop ideas through research, experimentation, and exploration
- Investigate relevant artists, designers, or photographers to support your concepts
- Produce a final practical outcome that communicates your personal ideas
- Write a Personal Study (a minimum of 1000 words, up to 3000) that analyses your creative journey and links it to contextual research

Component 2: Externally Set Assignment (40%)

In Term 2 of Year 13, you'll receive an exam paper with several starting points or themes to choose from. You'll:

- Select one theme that inspires you
- Research and develop ideas over about eight school weeks
- Create a final piece during a 15-hour practical exam

Assessment Criteria

Across both components, your work is marked against four key areas that cover all aspects of the creative process:

1. Developing ideas — showing clear influences and contextual understanding
2. Experimenting with media and processes — exploring different materials, tools, and techniques
3. Recording observations and insights — through drawings, photos, notes, or digital work
4. Presenting a personal, meaningful outcome — bringing together your skills and ideas in a final piece

Together, these components assess everything you do — your creativity, technical skill, research, experimentation, and final presentation — giving a complete picture of your development as an artist or designer.

COURSE OUTLINE

A-Level Three-Dimensional Design is for students who love creative problem-solving and want to explore the boundaries between art, design, and architecture. It's the digital and technical branch of the Edexcel Art and Design course — ideal for those interested in product, spatial, or architectural design.

In Term 1 of Year 12, you'll complete a foundation course that introduces key design principles, digital modelling, and visual communication. Through workshops and short projects, you'll build confidence using CAD software such as SketchUp, Onshape, or 2D Design, experiment with model-making, and explore materials, structure, and form. You'll also study influential architects and designers whose work shapes how we build and live.

From Term 2 onwards, you'll begin Component 1 — a Personal Investigation based on a design theme or issue that inspires you. This includes your practical portfolio and a written Personal Study (minimum 1000 words, up to 3000), where you analyse your chosen architects, designers, and creative influences, reflecting on how your own ideas develop through digital and physical prototyping. Together, these form 60% of your final grade.

In Year 13 Term 2, you'll complete Component 2, an externally set project that challenges you to respond to a new design brief. You'll research, develop, and present your concepts before creating your final outcome in a 15-hour practical exam, which makes up the remaining 40%.

This course is about designing for the future — blending creativity, technical skill, and innovation to shape the spaces, products, and environments of tomorrow.

COURSE FORMAT

Linear

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL BIOLOGY - OXFORD AQA

ASSESSMENT PROCESS

Year 1: Unit 1 The diversity of living organisms (Externally set exam, 20% of A Level) **Unit 2 Biological systems and disease** (Externally set exam, 20% of A Level)

Year 2: Unit 3 Populations and genes (Externally set exam, 20% of A Level) **Unit 4: Control** (Externally set exam, 20% of A Level) **Unit 5: Synoptic paper** (Externally set exam, 20% of A Level)

COURSE OUTLINE

The AQA Oxford International A Level Biology course offers a thorough exploration of key biological concepts and practical skills. Students study topics such as cell biology, genetics, evolution, ecology, and physiology, developing an understanding of how living systems function and interact.

The course emphasises scientific investigation, data analysis, and experimental techniques, preparing learners for university study and careers in science and health-related fields. With a focus on critical thinking and real-world applications, it encourages students to appreciate the role of biology in addressing global challenges such as health, sustainability, and the environment.

COURSE FORMAT

Modular

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL BUSINESS STUDIES - EDEXCEL

ASSESSMENT PROCESS

The qualification is structured around four units each weighing 25% of the total IAL.

Year 12:

Unit 1: Marketing and People

Unit 2: Managing Business Activities

Year 13:

Unit 3: Business Decisions and Strategy

Unit 4: Global Business

COURSE OUTLINE

The Pearson Edexcel International Advanced Level (IAL) in Business is a qualification designed specifically for international students who wish to develop a strong understanding of business theory and practice in both national and global contexts. It offers an applied and analytical approach to business, providing students with the knowledge and skills necessary to progress to higher education or directly into business-related employment. The course explores how businesses operate, make decisions, and adapt to a changing global environment. It focuses on developing students' ability to think critically about business strategy, management, finance, marketing, and human resource issues, while also encouraging them to evaluate real-world business scenarios.

The first two units make up the International Advanced Subsidiary (AS) stage, which can be taken as a standalone qualification or as the first half of the full IAL.

Unit 1: Marketing and People introduces students to the central role of marketing in business success, covering topics such as meeting customer needs, the marketing mix, and managing people within organisations.

Unit 2: Managing Business Activities focuses on how businesses manage their operations and finances, considering areas such as resource management, financial planning, and external influences.

Students who wish to complete the full International A Level continue with two additional units in the second stage (A2).

Unit 3: Business Decisions and Strategy builds on the earlier units by examining how businesses make strategic choices using data analysis and business models. It encourages students to evaluate decisions in a competitive and uncertain environment.

Unit 4: Global Business explores the wider international business environment, looking at globalisation, international trade, and multinational enterprises. This unit uses a pre-released context, allowing students to apply their learning to a specific global business scenario.

COURSE FORMAT

Modular

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL CHEMISTRY - OXFORD AQA

ASSESSMENT PROCESS

The full International A-level is intended to be taken over two years. The specification content for the International AS is half that of an International A-level. The International AS can be taken as a stand-alone qualification or can be used to count towards the International A-level.

Students can take the International AS in the first year and then take the International A2 in the second year to complete the International A-level. Units 1 and 2 are assessed in year 12, units 3, 4 and 5 are assessed in year 13.

The International AS content will be 50 % of the International A-level content but International AS assessments will contribute 40 % of the total marks for the full International A-level qualification with the remaining 60 % coming from the International A2 assessments.

COURSE OUTLINE

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

Core content for Chemistry includes:

- 3.1 Physical chemistry such as atomic structure, bonding, energetics and redox reactions
- 3.2 Inorganic chemistry such as group 2, group 7 and trends in the periodic table
- 3.3 Organic chemistry such as alkanes, alkenes, carboxylic acids and organic analysis.

COURSE FORMAT

Modular

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL COMPUTER SCIENCE

ASSESSMENT PROCESS

Component 1: Programming, Algorithms, and Theory of Computation

This is an on-screen exam taken at the end of Year 13. Students answer programming and algorithmic questions directly in an electronic format, applying their practical skills in code writing, debugging, and logical reasoning. This component assesses programming fundamentals, algorithm design, data structures, and computational theory. Worth 40% of the final A Level grade.

Component 2: Computer Systems

A written exam covering theoretical knowledge of computer systems, including hardware, software, data representation, networks, databases, and cybersecurity. Students also explore the impact of computing on society, as well as the fundamentals of functional programming and Big Data. Worth 40% of the final A Level grade.

Component 3: Non-Exam Assessment (NEA)

A coursework project where students analyse, design, develop, test, and evaluate a programmed solution to a problem of their choice. This personal investigation encourages creativity, independence, and technical skill, applying the full software development life cycle. Worth 20% of the final A Level grade.

COURSE OUTLINE

A-Level Computer Science is an intellectually challenging and creative subject that equips students with the analytical, problem-solving and computational thinking skills required in the modern digital world. Students explore both the theoretical foundations of computer systems and the practical application of programming to solve real-world problems.

Throughout the course, students develop a deep understanding of how computers work, how data is represented and processed, and how software and hardware interact. Lessons combine practical programming with rigorous theoretical content to develop confident, adaptable and independent learners capable of designing and implementing efficient solutions.

What is involved?

Year 12 (Foundation & Core Skills).

A rapid foundation in programming (procedural then OOP), problem solving, and algorithmic thinking. Core topics include: fundamentals of programming, data structures, algorithms, and theory of computation, plus number systems/logic, hardware, software, and networking. Students practice reading and extending skeleton code and begin scoping ideas for the NEA.

Year 13 (Advanced Topics & NEA).

Deeper work with data structures (stacks/queues/trees/graphs), algorithm design/analysis, recursion and complexity; databases/SQL, networking, cybersecurity, and the nature of computation. Students complete the NEA: a substantial individual project solving a real problem with design, development, testing and evaluation.

COURSE FORMAT

Linear

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL DRAMA AND THEATRE STUDIES - EDEXCEL

ASSESSMENT PROCESS

Section A: Live Theatre Evaluation - Consists of a choice of two extended response questions that students must answer on the live theatre performance. Worth 40 marks.

Section B: Page to Stage: Realising a Performance Text - Consists of two extended response questions that students must answer based on an unseen extract from their chosen performance text. Worth 36 Marks.

Section C: Interpreting a Performance Text - Consists of a choice of two extended responses based on a unseen named section of the chosen performance text. Students are required to demonstrate how their re-imagined production concept (of the complete chosen text) will communicate ideas to a contemporary audience. Worth 24 marks.

COURSE OUTLINE

The qualification will help students to develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre. Students will experience a range of opportunities to create theatre, both published text-based and devised work, whilst developing and demonstrating a range of theatre-making skills and their creativity and independence to become effective theatre makers. The core skills in this course include the ability to recognise and understand the interrelationship between performer, designer and director, whilst developing an understanding that texts and extracts studied may represent a range of social, historical and cultural contexts.

COURSE FORMAT

Linear

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL ECONOMICS - EDEXCEL

ASSESSMENT PROCESS

Each unit is equally weighted — worth 25% of the total IAL.

Each exam is worth 80 marks and lasts 2 hours.

Assessment is 100% examination (no coursework).

Y12: Unit 1: Markets in Action, Unit 2: Macroeconomic Performance and Policy

Y13: Unit 3: Business Behaviour, Unit 4: Developments in the Global Economy

COURSE OUTLINE

The Pearson Edexcel International Advanced Level (IAL) in Economics is a designed for international students who want to develop a strong understanding of how economic systems operate, both nationally and internationally. It provides a solid foundation in microeconomics and macroeconomics and helps students to analyse real-world issues such as inflation, unemployment, market failure, international trade, and government policy. The course develops key skills in critical thinking, data interpretation, and problem-solving all of which are highly valued in higher education and the professional world.

The course is divided into four units:

Unit 1: Markets in Action focuses on the basic economic problem of scarcity, resource allocation, and the operation of markets. Students learn about demand and supply, market equilibrium, elasticity, and market failure, as well as the role of government in correcting these failures.

Unit 2: Macroeconomic Performance and Policy examines the economy as a whole, exploring topics such as economic growth, inflation, unemployment, fiscal and monetary policy, and international trade. Students study how governments use policy tools to achieve macroeconomic objectives.

Unit 3: Business Behaviour focuses on how firms operate and make decisions. It explores market structures such as perfect competition, monopoly, and oligopoly, and looks at how businesses grow, compete, and influence markets.

Unit 4: Developments in the Global Economy considers the international aspects of economics, including globalisation, trade liberalisation, exchange rates, and the role of international organisations such as the IMF and the World Bank. This unit also uses a pre-released context to help students apply theory to a real-world global issue.

COURSE FORMAT

Modular

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL ENGLISH LANGUAGE - OXFORD AQA

ASSESSMENT PROCESS

Unit 1: Language and Context (Externally set exam 20% of A Level).

Unit 2: Language and Society (Externally set exam 20% of A Level).

Unit 3: Language Variation (Externally set exam 30% of A Level).

Unit 4: Language Exploration (NEA/ Coursework 30% of A Level). 2500-3000 words.

COURSE OUTLINE

International A Level English Language focuses on the ways in which language is shaped by contextual factors such as audience, purpose, genre and mode; by social factors such as group membership and status; also students explore the nature of language learning and international English.

The approach to language is underpinned by the study of the methods of language analysis that have formed the basis of much modern linguistics, thereby establishing strong continuity with higher education study.

Unit 1: Language and Context (20% of A Level). Students carry out one compulsory analysis of two texts

linked by a common theme and one writing task, from a choice of two questions. They will look at the idea of audience, the purposes of texts, the genres of different texts and the modes of these.

Unit 2: Language and Society (20% of A Level). Students carry out one compulsory text analysis task on language and social groups as well as one compulsory writing task. They will focus on the social aspects of language use including how it is used to express identities, construct and maintain relationships, mark group membership, claim power and status, play and entertain, etc.

Unit 3: Language Variation (30% of A Level). Pupils explore how language is learned. They answer 2 questions from a choice of four. This section covers the topic of language learning, which includes both early language acquisition in young children and later language development in teenagers.

Unit 4: Language Exploration (30% of A Level).

Students carry out a language investigation of 2,500 – 3,000 words by collecting their own data and analysing it. Any topic is acceptable providing that its central focus is on an aspect of language.

COURSE FORMAT

Modular

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL ENGLISH LITERATURE - AQA

ASSESSMENT PROCESS

Paper 1: Love through the Ages. Externally Assessed Exam - 40%

Paper 2B: Texts in shared Contexts Externally Assessed Exam – 40%

NEA/Coursework: Texts across Time. 2500 words comparing two texts of students' choice. Teacher assessed, externally moderated by AQA. 20%

COURSE OUTLINE

English Literature takes a historicist approach to the study of literature, resting upon reading texts within a shared context. Working from the belief that no text exists in isolation but is the product of the time in which it was produced, English Literature A encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood.

Pupils sit two papers: Love through the Ages and Texts in Shared Contexts. The aim of Love through the Ages as a topic area is to encourage students to explore aspects of a central literary theme as seen over time, using unseen material and set texts. Students should be prepared for Love through the Ages by reading widely in the topic area, reading texts from a range of authors and times. In class they will study a poetry anthology, a Shakespearean play (*Othello*) and a prose text (*The Great Gatsby*).

For Texts in Shared Contexts pupils will take the end of WW2 as an historical starting point and explore both modern and contemporary literature's engagement with some of the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century. Pupils will study Carol Ann Duffy's poetry collection *The Feminine Gospels*, the play *A Streetcar named Desire* by Williams, and a prose text *The Help* by Stockett.

Pupils will also respond to an unseen prose and unseen poetry question.

In the NEA (coursework) section 'Texts across Time', students write a comparative critical study of two texts of their choice. This specification is committed to the notion of autonomous personal reading and Texts across Time provides a challenging and wide-ranging opportunity for independent study.

COURSE FORMAT

Linear

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL FRENCH - AQA

ASSESSMENT PROCESS

This A-level requires students to complete all four units; 2 units at AS level and a further 2 units at A2 level.

The skills that are assessed are: Listening, Speaking, Reading and Writing.

Paper 1: Listening, Reading and Writing = 50%

Paper 2: Writing –Literary texts = 20%

Paper 3: Speaking = 30%

The Exam board is AQA.

COURSE OUTLINE

This A-level specification has been designed to be studied over two years and builds on the knowledge, understanding and skills gained at GCSE.

It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society.

In the second year, further aspects of the social background are covered, this time focusing on issues such as life for those on the margins of French/Spanish-speaking society as well as looking at the positive influences that diversity brings.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French/Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in French/Spanish. In addition, students following this specification will develop their research skills and conduct individual research on a subject of personal interest relating to a country where French/Spanish is spoken. They will use information to illustrate knowledge and understanding of the research subject and summarise research findings through oral presentation and discussion.

COURSE FORMAT

Linear

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL FURTHER MATHEMATICS - EDEXCEL

ASSESSMENT PROCESS

Minimum entry requirement is a Grade 9 at GCSE and an additional Mathematics qualification

- 6 units completed across 2 years
- In Year 12 students will complete 3 units. Further Pure 1, Further Pure 2 and Statistics 2
- In Year 13 students will complete 3 units. Further Pure 3, Mechanics 1 and Mechanics 2
- There will be 3 written examinations during each year of study. Each of which are equally weighted
- Calculators are allowed for all units

Exams are 90 minutes each – 75 marks

Students with a UMS mark in the range of 0-239 will be unclassified.

For International Advanced Level in Further Mathematics, A* will be awarded to students who have achieved a grade A overall (at least 480 of the 600 maximum uniform mark) and at least 270 of the 300 combined maximum uniform mark for their best three IA2 units (whether pure or application units)

COURSE OUTLINE

Students who have gained grade 9 at GCSE Mathematics and completed an additional Mathematics qualification during Year 11 may consider taking Further Mathematics courses for A level.

The additional qualifications considered will be Further Maths GCSE minimum grade 7 or Level 2 extended Maths minimum grade Distinction.

Students who wish to complete Further Mathematics A Level must do so alongside A Level Mathematics, thereby using two option blocks. Further Mathematics A Level is encouraged for students who wish to study mathematically based courses at Higher Education such as Mathematics, Physics, Astronomy and Engineering.

FP1: Further Pure Mathematics 1

FP2: Further Pure Mathematics 2

FP3: Further Pure Mathematics 3

M1: Mechanics 1

M2: Mechanics 2

S2: Statistics 2

COURSE FORMAT

Modular

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL GEOGRAPHY - CAMBRIDGE

ASSESSMENT PROCESS

Year 12 IAS

Paper 1 Physical Geography 1 hour 30 minutes 60 marks

Section A: 45 marks Structured questions based on: Hydrology, river processes and hazards, Atmospheric processes and global climate change Earth processes and mass movements.

Section B: 15 marks One essay question from a choice of three, one on each topic.

Externally assessed 50% of the AS Level 25% of the A Level.

Paper 2 Human Geography 1 hour 30 minutes 60 marks

Section A: 45 marks Structured questions based on: Population and migration Water resources and management Urban areas and management.

Section B: 15 marks One essay question from a choice of three, one on each topic. Externally assessed 50% of the AS Level 25% of the A Level.

Year 13 IAL

Paper 3 Global Environments 1 hour 30 minutes 60 marks Candidates choose two topics from a choice of four. Each topic consists of one compulsory structured question – 10 marks. And a choice of one of two essay questions – 20 marks. Externally assessed 25% of the A Level.

Paper 4 Global Themes 1 hour 30 minutes 60 marks Candidates choose two topics from a choice of four. Each topic consists of one compulsory structured question – 10 marks. And a choice of one of two essay questions – 20 marks. Externally assessed 25% of the A Level.

COURSE OUTLINE

The Cambridge International AS & A Level Geography syllabus has equal focus on physical and human topics with the opportunity to study them holistically during A Level study. Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills.

The syllabus builds on skills and knowledge gained at IGCSE™

Year 12 (IAS):

Paper 1 – Physical Geography - Hydrology, river processes and hazards, Atmospheric processes and global climate change, Earth processes and mass movements.

Paper 2 – Human Geography - Population and migration, Water resources and management, Urban areas and management.

Year 13 (IA2):

Paper 3 – Global Environments two topics from: Tropical environments, Coastal environments, Hazardous environments, Arid environments. Hazardous environments, Coastal environments.

Paper 4 – Global Themes two topics from: Climate change impacts and governance, Environmental issues and management, Trade, aid and tourism, Disease and geography.

COURSE FORMAT

Modular

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL HISTORY - EDEXCEL

ASSESSMENT PROCESS

Year 12:

Unit 1 - 2-hour written exam – two 25-mark essay questions. Weighting: 50% of IAS / 25% of total IAL.

Unit 2 - 2-hour written exam – two source-based questions and one essay question. Weighting: 50% of IAS / 25% of total IAL.

Year 13:

Unit 3 - 2-hour written exam – one source-based essay and one thematic essay.

Weighting: 50% of IA2 / 25% of total IAL.

Unit 4 - 2-hour written exam – one interpretations question and one essay question.

Weighting: 50% of IA2 / 25% of total IAL.

COURSE OUTLINE

The International A Level History course offers students an opportunity to develop a deep understanding of key events, movements, and individuals that have shaped the modern world. Through the study of different historical periods and global contexts, students learn to analyse evidence, evaluate interpretations, and form reasoned judgments — essential skills for higher education and beyond.

The course is divided into two years:

Year 12 (IAS): Students complete Unit 1 and Unit 2, gaining the International Advanced Subsidiary (IAS) qualification.

Year 13 (IA2): Students complete Unit 3 and Unit 4, leading to the full International Advanced Level (IAL) qualification.

Each unit is externally assessed through written examinations.

In Year 12 students study:

Unit 1: Depth Study with Interpretations

Option 1B: Russia in Revolution, 1881–1917

Students explore the dramatic transformation of Russia from the late Tsarist regime to the outbreak of revolution. The unit examines political, economic, and social developments, as well as key individuals such as Nicholas II, Lenin, and revolutionary leaders.

Unit 2: Breadth Study with Source Evaluation

Option 1B: China, 1900–1976

This unit traces China's turbulent journey from the fall of the Qing Dynasty to the rise of Mao Zedong and the establishment of the People's Republic of China. Students analyse both primary sources and historical debates to understand how China was transformed politically, socially, and economically.

In Year 13 student's study:

Unit 3: Thematic Study with Source Evaluation

Option 1B: The British Experience of Warfare, 1803–1945

Students examine Britain's military experiences across more than a century, exploring how warfare shaped British society, politics, and the economy. This thematic approach allows students to make links across periods and evaluate the changing nature of conflict and its impact.

Unit 4: International Study with Historical Interpretations

Option 1D: The Cold War and Hot War in Asia, 1945–90

This unit explores the role of Asia in the global Cold War, focusing on the Korean and Vietnam Wars and the broader ideological struggle between communism and capitalism. Students evaluate historians' differing interpretations of these conflicts and assess their global significance.

COURSE FORMAT

Modular

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL LAW - CAMBRIDGE

ASSESSMENT PROCESS

UNIT 1: English legal System - Written exam: 1 hour 30 minutes, 75 marks, 25% of the A-Level

Section A: Five compulsory questions. There are four short answer questions and one extended answer question.

Section B: Two essays from a choice of three. There are two parts to each essay.

UNIT 2: Criminal law - Written exam: 1 hour 30 minutes, 60 marks, 25% of the A-Level

Section A: One compulsory scenario-based problem question using source material. There are three parts to the question.

Section B: One question from a choice of two. There are two parts to the question: one short answer question and one essay.

UNIT 3: Law of contract - Written exam: 1 hour 30 minutes, 75 marks, 25% of the A-Level

Section A: One scenario-based problem question from a choice of two

Section B: Two essays from a choice of three

UNIT 4: Law of tort - Written exam: 1 hour 30 minutes, 75 marks, 25% of the A-Level

Section A: One scenario-based problem question from a choice of two

Section B: Two essays from a choice of three

COURSE OUTLINE

International A-Level law has been designed to allow students the opportunity to explore a number of substantive and non-substantive areas of the law.

Unit 1 delves into the English Legal System, it allows students to gain familiarity with the categories of courts, people involved in the system and what they do; this a great opportunity to get familiar with career options and explore the differences between legal roles and professions.

Unit 2 looks at a substantive area of law, crime. Students look into the basic elements of what a crime is, including the physical and mental aspects. The key areas of focus here are related to property offences, such as theft and robbery. Students will be taught how to diagnose and apply the law to given situational questions. In Unit 3, students will discover the fundamentals of contract law. They will utilise their ability to apply the law to given situations but will apply it to a different area of substantive law. Students will explore key aspects like the formation of contract, breaches and types of terms, conditions and warranties. Students will cover Law of Tort in Unit 4, a civil area of substantive law which requires students to investigate branches of legislation relating to negligence, personal injury and property torts like public nuisance.

COURSE FORMAT

Modular

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL MATHEMATICS - EDEXCEL

ASSESSMENT PROCESS

Minimum entry requirement is a Grade 8 from GCSE

- 6 units completed across 2 years.
- In Year 12 students will complete 3 units. Pure 1, Pure 2 and Statistics 1
- In Year 13 students will complete 3 units. Pure 3, Pure 4 and Decision 1
- There will be 3 written examinations during each year of study. Each of which are equally weighted
- Calculators are allowed for all units

Exams are 90 minutes each – 75 marks

Students with a UMS mark in the range of 0-239 will be unclassified

For International Advanced Level in Mathematics, A* will be awarded to students who have achieved grade A overall (at least 480 of the 600 maximum uniform mark) and at least 180 of the 200 combined maximum uniform mark for the P3 and P4 units.

COURSE OUTLINE

The IAL Mathematics course aims to broaden students understanding of mathematical processes in a way that promotes confidence and fosters their enjoyment. The course aims to build on students' knowledge from GCSE and further develop students understanding by helping them reason logically and construct mathematical proofs.

Students will be able to adapt their range of mathematical skills and techniques and will be able to apply them to more difficult and unstructured problems. They will also develop their understanding of coherence of progression in mathematics and how different areas of mathematics can be connected.

Students will learn to recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and other mathematical models and how these can be refined and improved.

The A Level course is fast pace, and new topics build on previous knowledge. Students must therefore begin the course with the right attitude and a strong commitment to learning. This course demands consistent effort and dedication from the outset. Students should expect to spend at least six hours each week on independent study to reinforce and extend the work completed in class.

P1: Pure Mathematics 1

P2: Pure Mathematics 2

P3: Pure Mathematics 3

P4: Pure Mathematics 4

S1: Statistics 1

D1: Decision Mathematics 1

COURSE FORMAT

Modular

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL MEDIA STUDIES - AQA

ASSESSMENT PROCESS

Paper 1: Media Language, Media Representations and Media Industries.

Written examination: 2 hours

Externally assessed – 35% of A Level

Section A: Media Language and Media Representations (short and extended response questions)

Section B: Media Industries and Audiences (synoptic questions on theory and context).

Paper 2: Media Forms and Products in Depth

Written examination: 2 hours

Externally assessed – 35% of A Level

Section A: Television in the Global Age

Section B: Magazines - Mainstream and Alternative Media

Section C: Online, Social and Participatory Media.

Component 3: Non-Exam Assessment (Cross-Media Production)

Internally assessed, externally moderated – 30% of A Level

Students create two linked media products in response to an annually released brief.

Assessment focuses on research, planning, production, and evaluative analysis.

COURSE OUTLINE

A Level Media Studies develops students' understanding of the media's central role in contemporary culture, society and politics. It encourages them to engage critically with media products, explore how meanings are constructed and interpreted, and analyse how media both shape and reflect the world around us. The course balances analytical exploration with creative production, enabling students to become reflective consumers and skilled creators of media texts.

Working from the premise that media products are socially and historically situated, students examine the dynamic relationship between media forms, audiences, industries, and contexts. They are introduced to a wide range of media theories, including those of Barthes, Hall, Van Zoonen, bell hooks, Butler, Curran and Seaton, Livingstone and Lunt, and Hesmondhalgh, using these frameworks to interrogate issues of power, identity, and representation.

Component 1: Media Language, Media Representations and Media Industries. In this component, students develop a deep understanding of how media language constructs meaning and how audiences interpret these meanings. They will analyse media representations across a variety of forms and apply theoretical perspectives to explore how issues of identity, ideology, and power are expressed.

Component 2: Media Forms and Products in Depth. This component focuses on two key areas of the media: Television in the Global Age, Magazines – Mainstream and Alternative, and Online, Social and Participatory Media.

Component 3: Non-Exam Assessment (NEA) – Cross-Media Production. In the NEA, students apply their knowledge and understanding of media theory, conventions, and audience to create an original cross-media production in response to one of several AQA set briefs. Each brief requires the creation of two interlinked products (for example, a print magazine and a linked website, or a music video and a promotional online page).

COURSE FORMAT

Linear

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL MUSIC - EDEXCEL

ASSESSMENT PROCESS

Component 1: Performing (30% of the qualification) - A public performance of one or more pieces, performed as a recital, minimum of 8 minutes. Performance can be playing an instrument or singing solo, in an ensemble, improvising or realising music using music technology.

Component 2: One composition (free choice composition) can be chosen from six briefs relating to areas of study, or free composition, carrying 40 of the marks for the composing assessment. This composition must be at least 4 minutes in duration. One composition must be from a list of four briefs assessing technique, carrying 20 of the marks for the composing assessment. This composition must be at least 1 minute in duration.

Component 3: Appraising (40% of the qualification) - Knowledge and understanding of musical elements, contexts and language. Application of knowledge through the context of 6 areas of study and set works. Application of knowledge to unfamiliar works. - One written paper of 2 hours, with a total of 100 marks.

Section A: Areas of study and dictation. Three questions related to the set works (audio and skeleton score provided). One short melody/rhythm completion exercise.

Section B: Extended response. Two essay questions – Essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract. Essay two gives a choice of three questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.

COURSE OUTLINE

The qualification has a straightforward structure with three engaging components, assessed through practical performances, compositions and one externally examined paper. It provides a real music focus, with the key content of musical elements, contexts and language taught through areas of study and set work to show real examples of how these are used within different types of music. Students investigate, analyse and evaluate music and its features. Building on this, and by using practical methods, they are encouraged to take a more holistic view of their knowledge, performance and compositional skills.

COURSE FORMAT

Linear

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL PHYSICAL EDUCATION - AQA

ASSESSMENT PROCESS

Paper 1: Factors affecting participation in physical activity and sport

Written Exam

105 Marks

35% of A Level

Paper 2: Factors affecting optimal performance in physical activity and sport

Written Exam

105 Marks

35% of A Level

Non-Exam Assessment

Internal Assessment

90 Marks

30% of A Level

COURSE OUTLINE

Applied Anatomy and Physiology

The Cardiovascular System, the Respiratory System, the Neuromuscular System, Musculo-Skeletal System, Energy Systems.

Skill Acquisition

Skills, Skill Continuum and Transfer of Learning, Impact of Skill Classification and Structure of Practice of Learning, Principals and Theories of Learning and Performance, Use of Guidance and Feedback, Memory Models.

Sport and Society

Emergence of globalisation of sport in the 21st century, the impact of sport on society and society on sport.

Exercise Physiology

Diet and nutrition and their effect on physical activity and performance, Preparation and training methods in relation to maintaining physical activity and performance, Injury prevention and rehabilitation of injury.

Biomechanical Movement

Biomechanical principles, Levers, Linear Motion, Angular Motion, Projectile Motion, Fluid Mechanics.

Sport Psychology

Psychological influences on the individual.

Sport and Society and the Role of Technology in Physical Activity and Sport

Concepts of Physical Activity and Sport, Development of Elite Performers in Sport, Ethics in Sport, Violence in Sport, Drugs in Sport, Sport and the Law, Impact of Commercialisation on Physical Activity and Sport and the Relationship between Sport and Media, the Role of Technology in Physical Activity and Sport.

COURSE FORMAT

Linear

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL PHYSICS - OXFORD AQA

ASSESSMENT PROCESS

Year 1

Unit 1: Mechanics, Materials and atoms (Externally set exam 20% of A Level)

Unit 2: Electricity, waves and particles (Externally set exam 20% of A Level)

Year 2

Unit 3: Fields and their consequences (Externally set exam 20% of A Level)

Unit 4: Energy and Energy Resources (Externally set exam 20% of A Level).

Unit 5: Physics in practice (Externally set exam 20% of A Level).

COURSE OUTLINE

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

Measurements and their errors

Particles and radiation

Waves

Mechanics and materials

Electricity

Further mechanics and thermal physics

Fields and their consequences

Nuclear physics options

Astrophysics

Medical physics

Engineering physics

Turning points in physics

Electronics

COURSE FORMAT

Modular

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL POLITICS - EDEXCEL

ASSESSMENT PROCESS

Paper 1 -Government and Politics of the UK 33% of A-Level.

Paper 2 -Government and Politics of the USA 33% of A-Level.

Paper 3 – Political Ideas 33% of A-Level.

There is no coursework.

COURSE OUTLINE

The A-Level Government and Politics course has been designed to encourage broad sweeping understanding of how government is run but also the nuances behind those organisations and, where relevant, the historical context behind these decisions. This will enable a thorough understanding of the political bodies at work. The course is split into 3 main sub sections. These are again divided into further sections.

Year 12 will begin with the Government and Politics of the UK. This part of the course is intended to inform the students on how the UK is governed and is split into 10 sections. These are as wide ranging as understanding the UKs unique constitution and how that came about, starting with Magna Carta, through to how the EU has affected UK politics. The students will also look at other varied parts of the political landscape, such as; the office of the Prime Minister, how political parties came about and their aims and responsibilities, and even the role that pressure groups play.

Upon completion of the first section, students will focus on Government and Politics of the USA, which is divided into 8 sections. They will then look at comparing the two systems. There are some similarities between the two countries and students will again look at the constitution and political parties, similar to the UK, but they will also focus on distinctly US strands such as the three separate parts of the US government.

The President, Congress and the Supreme Court, there will also be a section on Civil Rights. Upon completion of this students will compare the two systems, looking at the similarities and differences culturally, structurally and the rationale behind them.

The final component of the course will look at the different political ideas, the main focus during this section is liberalism, conservatism and socialism. They will focus on what these various theories believe and how they were developed, looking at the key people involved in developing them. The students will also look one of the following other political ideas; Nationalism, Feminism, Multiculturalism, Anarchism and Ecologism.

COURSE FORMAT

Linear

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL PSYCHOLOGY - AQA

ASSESSMENT PROCESS

Unit 1 and Unit 2 = Taken at the end of Year 12. Both papers are 1 hour 30 minutes and contribute 50% to the overall A-Level grade.

Unit 3 and Unit 4 are taken at the end of Year 13. They are both 1 hour 30 minutes and contribute 50% to the overall A-Level grade.

UMS

A* , 450

A , 400

B , 350

C , 300

D , 250

E , 200

COURSE OUTLINE

Oxford AQA International.

This is an exciting and thought-provoking course which introduces pupils to a wide range of psychological concepts.

In Year 12 AS Level, pupils will study Unit 1 and Unit 2

Unit 1: Introductory topics in Psychology = Social Psychology, Memory, psychopathology.

Unit 2: Biopsychology, Cognitive Development and Research Methods 1

In Year 13 (A-Level) students will study Unit 3 and Unit 4

Unit 3: Advanced topics and research = Sleep, Schizophrenia and Research Methods 2.

Unit 4: Approaches and applications = Applied Psychology, Scientific approaches in Psychology and Issues and Debates.

Throughout the course, pupils will look at a variety of psychological theories and experiments and then apply these concepts to real-life examples.

COURSE FORMAT

Modular

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL SOCIOLOGY - CAMBRIDGE

ASSESSMENT PROCESS

The qualification comprises two compulsory components at AS Level which are assessed by examination only.

IAS Sociology comprises two exams

Paper 1 and Paper 2 = 50% of the overall A-Level grade (25% per paper). Both papers are 1 hour 30 minutes each.

IA-Level Sociology continues with a further 2 exams (Unit 3 and Unit 4).

Paper 3 = 1 hour 15 minutes, 20% weighting

Paper 4 = 1 hour 45 minutes, 30% of the weighting

Students who continue to complete the course as an IA-Level have the option of re-sitting their AS Level exams in the autumn term of year 2.

COURSE OUTLINE

Cambridge International.

Paper 1 = Socialisation, identity and methods of research: the role of socialisation in the creation of social identities; second, to introduce the basic methods of research.

Paper 2 = The Family: sociological perspectives on the role of the family, family diversity, social change influences family life and different family members.

Paper 3 = Education: the processes of learning and education in their social context, factors affecting educational achievement and different perspectives on the role of education within wider society.

Paper 4 = Globalisation, Media and Religion. To investigate the impact of globalisation on crime, identity and politics. To explore the role of the media in shaping our behaviour and the power and control the media has in society today. Finally, to explore Religion in different contexts and explore the extent to which society is religious today.

COURSE FORMAT

Modular

[HYPERLINK TO SPECIFICATION](#)



A-LEVEL SPANISH - AQA

ASSESSMENT PROCESS

This A-level requires students to complete all four units; 2 units at AS level and a further 2 units at A2 level.

The skills that are assessed are: Listening, Speaking, Reading and Writing.

Paper 1: Listening, Reading and Writing = 50%

Paper 2: Writing –Literary texts = 20%

Paper 3: Speaking = 30%

The Exam board is AQA.

COURSE OUTLINE

This A-level specification has been designed to be studied over two years and builds on the knowledge, understanding and skills gained at GCSE.

It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society.

In the second year, further aspects of the social background are covered, this time focusing on issues such as life for those on the margins of French/Spanish-speaking society as well as looking at the positive influences that diversity brings.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French/Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in French/Spanish. In addition, students following this specification will develop their research skills and conduct individual research on a subject of personal interest relating to a country where French/Spanish is spoken. They will use information to illustrate knowledge and understanding of the research subject and summarise research findings through oral presentation and discussion.

COURSE FORMAT

Linear

[HYPERLINK TO SPECIFICATION](#)



BTEC LEVEL 3 INTERNATIONAL IN BUSINESS – ENTERPRISE AND ENTREPRENEURSHIP - EDEXCEL

ASSESSMENT PROCESS

Subsidiary Diploma - 360GLH (1 A Level Equivalent), 4 units of study across Year 12/13.

Diploma - 720GLH (2 A Level Equivalent), 8 units of study across Year 12/13

The units are a mixture of Internal and Pearson Set Assignments.

Internal Assessment

- For many units, assessment is internally set and marked by the centre (i.e., your school/college) according to the criteria.
- Evidence may include written work, research, case studies, presentations, practical demonstration.

External (Pearson Set Assignment)

- Some units are assessed via a Pearson Set Assignment (PSA) — an assignment set by Pearson, valid for a limited time, to ensure standardisation.
- These PSAs are typically taken under controlled conditions and then marked by tutors/teachers following Pearson's criteria.

COURSE OUTLINE

Students can choose to study BTEC International Level 3 Subsidiary Diploma in Business or Pearson BTEC International Level 3 Diploma in Business as part of their sixth form studies.

The BTEC Level 3 National in Business is a dynamic and practical course designed for students who want to understand how modern businesses succeed. Students will explore key areas such as marketing, finance, human resources, and management while developing real-world skills through projects and case studies. This course opens doors to a wide range of career paths and provides a strong foundation for university-level business studies.

All students will also have the opportunity to run a mini-enterprise as part of the Year 13 coursework.

COURSE FORMAT

Assignment Briefs

[HYPERLINK TO SPECIFICATION](#)



BTEC LEVEL 3 INTERNATIONAL IN HOSPITALITY - EDEXCEL

ASSESSMENT PROCESS

Subsidiary Diploma -360GLH (1 A Level Equivalent), 4 units of study across Year 12/13.

Diploma - 720GLH (2 A Level Equivalent), 8 units of study across Year 12/13

The units are a mixture of Internal and Pearson Set Assignments.

Internal Assessment

- For many units, assessment is internally set and marked by the centre (i.e., your school/college) according to the criteria.
- Evidence may include written work, research, case studies, presentations, practical demonstration.

External (Pearson Set Assignment)

- Some units are assessed via a Pearson Set Assignment (PSA) — an assignment set by Pearson, valid for a limited time, to ensure standardisation.
- These PSAs are typically taken under controlled conditions and then marked by tutors/teachers following Pearson's criteria.

COURSE OUTLINE

A broad basis of study for the Hospitality sector. Designed to support progression 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

360 GLH Equivalent in size to one International A Level. Three mandatory units, of which two are assessed using a Pearson Set Assignment.

Mandatory content (50%).

Unit 1: The hospitality Industry

Unit 2: Environment and Sustainability in the Hospitality Industry

Unit 3: Customer Service

Unit 11 :Global Cuisine

Unit 13: European Cuisine

Unit 29: Asian Cuisine

COURSE FORMAT

Assignment Briefs

[HYPERLINK TO SPECIFICATION](#)



BTEC LEVEL 3 INTERNATIONAL IN INFORMATION TECHNOLOGY - EDEXCEL

ASSESSMENT PROCESS

Subsidiary Diploma - 360GLH (1 A Level Equivalent), 4 units of study across Year 12/13.

Diploma - 720GLH (2 A Level Equivalent), 8 units of study across Year 12/13

The units are a mixture of Internal and Pearson Set Assignments.

Internal Assessment

- For many units, assessment is internally set and marked by the centre (i.e., your school/college) according to the criteria.
- Evidence may include written work, research, case studies, presentations, practical demonstration.

External (Pearson Set Assignment)

- Some units are assessed via a Pearson Set Assignment (PSA) — an assignment set by Pearson, valid for a limited time, to ensure standardisation.
- These PSAs are typically taken under controlled conditions and then marked by tutors/teachers following Pearson's criteria.

COURSE OUTLINE

The content of these qualifications has been designed to support progression to particular roles in information systems, either directly into entry-level roles linked to these occupational areas or, more likely, via particular higher-education routes in these particular areas. The qualification content has been designed in consultation with employers, professional bodies and higher-education providers to ensure that the content is appropriate for the progression routes identified. All learners will be required to take mandatory content that is directly relevant to progression routes in all of the identified areas. Depending on the chosen course, these may include the following:

- Information Technology Systems – Strategy, Management and Infrastructure
- Website Development
- Cyber Security and Incident Management.

COURSE FORMAT

Assignment Briefs

[HYPERLINK TO SPECIFICATION](#)



BTEC LEVEL 3 INTERNATIONAL IN PERFORMING ARTS - EDEXCEL

ASSESSMENT PROCESS

Subsidiary Diploma -360GLH (1 A Level Equivalent), 4 units of study across Year 12/13.

Diploma- 720GLH (2 A Level Equivalent), 8 units of study across Year 12/13

The units are a mixture of Internal and Pearson Set Assignments.

Internal Assessment

- For many units, assessment is internally set and marked by the centre (i.e., your school/college) according to the criteria.
- Evidence may include written work, research, case studies, presentations, practical demonstration.

External (Pearson Set Assignment)

- Some units are assessed via a Pearson Set Assignment (PSA) — an assignment set by Pearson, valid for a limited time, to ensure standardisation.
- These PSAs are typically taken under controlled conditions and then marked by tutors/teachers following Pearson's criteria.

COURSE CONTENT

Learners taking this qualification will study mandatory learning and teaching modules including: • Skills Development

- The Global Performing Arts Industry
- Personal Performing Arts Profile
- Collaborative Performing Arts Project.

The mandatory content allows learners to concentrate on the development of their technical performance skills and creation techniques and relate them to the performing arts industry.

COURSE FORMAT

Assignment Briefs

[HYPERLINK TO SPECIFICATION](#)



BTEC LEVEL 3 INTERNATIONAL IN SPORT - EDEXCEL

ASSESSMENT PROCESS

Subsidiary Diploma -360GLH (1 A Level Equivalent), 4 units of study across Year 12/13.

Diploma- 720GLH (2 A Level Equivalent), 8 units of study across Year 12/13

The units are a mixture of Internal and Pearson Set Assignments.

Internal Assessment

- For many units, assessment is internally set and marked by the centre (i.e., your school/college) according to the criteria.
- Evidence may include written work, research, case studies, presentations, practical demonstration.

External (Pearson Set Assignment)

- Some units are assessed via a Pearson Set Assignment (PSA) — an assignment set by Pearson, valid for a limited time, to ensure standardisation.
- These PSAs are typically taken under controlled conditions and then marked by tutors/teachers following Pearson's criteria.

COURSE OUTLINE

Pearson BTEC International Level 3 Subsidiary Diploma in Sport - 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 Nationals or International A-Levels/A-Levels.

Pearson BTEC International Level 3 Diploma in Sport - This qualification is designed to support learners who want to study sports as the main element alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC Nationals or International A-Levels.

COURSE FORMAT

Assignment Briefs

[HYPERLINK TO SPECIFICATION](#)



EXTENDED PROJECT QUALIFICATION - AQA

UPON APPLICATION

WHAT IS IT?

The Level 3 EPQ is a one-year, independent research project taken alongside A Levels/BTECs. Students choose a topic they are interested in (linked to, or beyond their subjects) and create either a 5,000-word dissertation or a practical artefact/product (e.g., performance, design, app) with a 1,000-word report.

WHY IT MATTERS:

- Develops university-level skills: planning, academic research, critical evaluation, referencing and presentation.
- Highly regarded by universities; carries UCAS tariff points and strengthens personal statements/interviews.
- Builds intellectual curiosity and self-management, which is ideal preparation for first-year study.

THE ASSESSMENT PROCESS

AO1 Manage (20%) – planning, time management, use of the Production Log.

AO2 Use Resources (20%) – range/quality of sources, analysis and referencing.

AO3 Develop & Realise (40%) – quality of the final dissertation/artefact and academic rigour.

AO4 Review (20%) – evaluation of decisions, outcomes and learning, plus the presentation.

THE COURSE OUTLINE

1. Taught skills: research methods, CRAAP/source evaluation, note-making, ethics, project management, Harvard referencing, academic writing, presentation.
2. Proposal & planning: refine a title, write a project proposal, risk/ethics check and a detailed plan.
3. Research & development: gather and organise sources; draft, prototype or experiment; maintain a Production Log.
4. Realisation: complete the dissertation or artefact + report.
5. Review & presentation: deliver a formal presentation with Q&A and evaluate outcomes against the plan.\

WHO SHOULD TAKE IT?

Students aiming for competitive courses, those who enjoy independent enquiry, or anyone wanting to showcase specialist interest and academic resilience.

[HYPERLINK TO SPECIFICATION](#)

GEMS EDUCATION



+971 4 512 9100



registrar_The Academy@gemsedu.com



gemswellingtonacademy-alkhail.com



Al Khail Road, Exit No.18,
Dubai, UAE



Established 2013