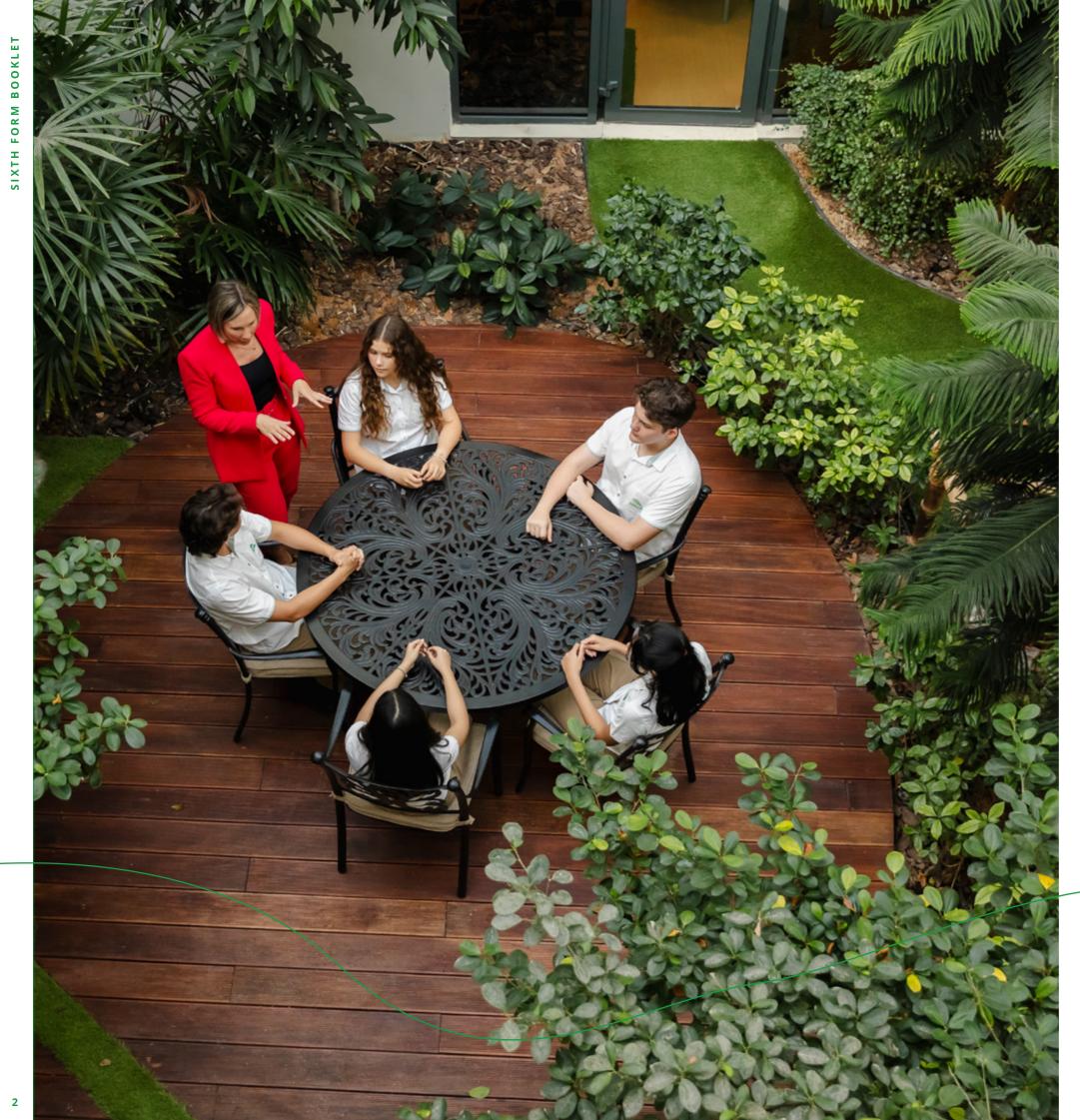




Arbor Sixth Form ENOUGH FOR ALL, FOREVER.



OUR VISION	4
WELCOME TO SIXTH FORM	6
OUR VISION	8
PERSONALISED PATHWAYS	10
ARBOR SCHOOL'S UNIQUE EDUCATION	12
PASTORAL CARE	14
FUTURE PATHWAYS	16
UNIQUE SPACES	18
THE DETAILS	20
OPTIONS	22

Our Vision

ENOUGH FOR ALL, FOREVER.



WE ARE GUIDED
BY AN ETHIC
OF MATERIAL
SUFFICIENCY.

ENOUGH FOR ALL, FOREVER.



WE ARE GUIDED BY AN ETHIC OF EQUITY.

ENOUGH FOR ALL, FOREVER.

WE ARE GUIDED BY AN ETHIC OF RESPONSIBILITY TO FUTURE GENERATIONS.

ENOUGH FOR ALL, FOREVER.





Welcome to Sixth Form

Welcome to Arbor School's Sixth Form, where our students progress on an academic journey that goes beyond conventional education, blending the rigour of a British Curriculum, with our unique environmental ethos. At Arbor School, we believe in a mission that sets us apart, guiding us toward a future where each individual may thrive.

Our mission statement encapsulates the very essence of our educational philosophy:

"Arbor School's mission is to provide an education that connects our community with the natural world and inspires us to imagine and build a future in which all may flourish."

We are not just a school; we are a community that fosters a profound connection with the natural world. Our commitment is to nurture the next generation of leaders, thinkers, and visionaries who

are not only academically accomplished but also deeply connected to the environment. This ensures our students leave our school not only with strong achievements in their areas of passion, but also with an innate sense of purpose for the world around us. This both develops people of character and ensures our students have an incredibly competitive portfolio, featuring skills sought after by University admissions and recruiters alike.

Here at Arbor School's Sixth Form, we are dedicated to cultivating a learning environment where our student's curiosity knows no bounds, where innovation and sustainability are at the forefront, and where students are inspired to envision and construct a future where all individuals can prosper.

Students are able to choose personalised pathways with a whole spectrum of options either in A-Level qualification, iBTEC or a blended mix of both.

They also undertake the Global Impact Certificate © which is a unique Arbor certification blending service and action together as students undertake and reflect on three service/

action projects focused on each of the three P's: Passion, Purpose & Perception. Every student has their own personal mentor to help guide them through this challenging, yet thoroughly rewarding process.

We are a warm and caring family community where every student is treated as an individual and helped to push themselves above and beyond their potential.

Together, we will explore, discover, and create a future where the possibilities are limitless, and where everyone has the opportunity to flourish.

Join us in this exciting journey as we strive to make a meaningful impact on the world, one student at a time.

Welcome to Arbor School's Sixth Form, where our student's future begins with a mission to make the world a better place for all: a world where there is "enough for all, forever".

Yours sincerely,

F. Dowell

MS. FRANCES POWELL Head of Secondary, The Arbor School

SIXTH FORM BOOKLET

SIXTH FORM BOOKLET

Our Mission

Arbor School's mission is to provide an education that connections our community with the natural world and inspires us to imagine and build a future in which all may flourish.

We endeavour to achieve this through the following approaches to teaching and learning:



Promoting academic excellence and ecoliteracy competencies

as interrelated learner outcomes that develop practical understandings of and solutions to authentic issues.



Providing regular opportunities for direct experiences

in natural and built environments that build the sense of agency and self-efficacy needed to take effective action.



Recognising student's prior knowledge and interests as catalysts,

and using inquiry to investigate complex questions about our world and the human experience.



Framing learning in the exploration of what it means to live well in a place, as a pathway to exploring global roles and responsibilities.



Valuing both established and newly gained knowledge and understanding

as a basis to challenge assumptions an beliefs about social, economic and environmental systems.



Advancing critical thinking, systems, futures thinking and recognising perspectives and challenging injustice and inequity.

Arbor School is a diverse and welcoming community that nurtures curiosity and celebrates the connectedness of humans with the natural world. Arbor recognises and addresses the unique academic, social, emotional, and physical needs of each individual and strives to build a culture of human flourishing, social harmony, and ecological abundance.



Personalised Pathways

Personalised pathways ensure there is a wide variety of options for students to choose from providing them with opportunities to follow their passions and find their purpose. Students have time to choose their options with support given from our Secondary Leadership Team and Futures Counsellor.

ADVANCED LEVEL (A-LEVEL) OR INTERNATIONAL ADVANCED LEVEL (AI-LEVEL)

A-Levels and Al-Levels allow students to focus on three particular areas of strength in greater depth and with stronger insight.

Students choose to study three A-Level/Al-Level subjects across the two years based on their Year 11 results.

Both A-Levels and Al-Levels are highly regarded by universities due to their academic rigour and strong subject focus. Students who may wish to study four options will meet with the Head of Secondary.

BTEC-LEVEL 3 QUALIFICATIONS

BTEC International Level 3 qualifications are career-focused courses which equip learners with the knowledge, understanding and employability skills they need for success. The qualifications offer an engaging programme for those who are clear about the area of employment that they wish to enter. They are equivalent to A Levels and students can still enter Universities with this qualification.

Students can choose to study one-two BTEC courses from a range of options whether they choose the full diploma or sub-diploma pathway.



In order to provide students with flexibility in their choices our option blocks are designed so that students may study a combination of A Level and BTEC courses. Students can select one A or IA Levels and one BTEC depending on their needs.

COMPULSORY SUBJECTS



- Positive Education Enhanced Curriculum
- **line** Global Impact Certificate
- Moral, Social and Cultural Studies
- Islamic Studies (Muslim Students)
- Arabic A

Physical activity and a focus on Positive Education is extremely important in keeping students healthy and ensuring their wellbeing is a key priority. This is increasingly important for students as they move into examination period.

All students of Arabic origin must study Arabic MOE as one of their options. *During Moral Education, Arabic and Islamic Studies, students will be studying the MOE approved Curriculum. This is a requirement from the KHDA.



Dear Parents and Sixth Form Students,

A very warm welcome to you and thank you for your interest in joining Sixth Form at the Arbor School.

As Assistant Headteacher for Curriculum at our Secondary

School, it is both an honour and a privilege to welcome you to this crucial phase of your child's educational journey. This is a time when students choices truly reflect the passions that will drive them to excel.

Selecting the subjects that ignite a young person's enthusiasm is not just about academic decisionmaking; it's an expression of individuality, a determination to achieve their dreams.

Across the two years of Sixth Form our dedicated team of educators will partner with students to nurture their talents, and facilitate their learning allowing them to

be curious, challenging the world around them and inspiring change.

Here at the Arbor School, our collective goal is to enable each and every student to reach their full potential, to discover their passions, and to leave a permanent legacy for future students to follow.

We are here to support our Sixth Form students.

Yours sincerely,

Vaniel Mortlock

MR DANIEL MORTLOCK Assistant Head of Curriculum, The Arbor School



Arbor School's Unique Education



This certification provides an opportunity for students to get actively involved in our school and community. Each term, they will meet with your Global Impact Certificate Advisor to create an action plan, based on their interests and on the needs of the school and school community.

Students are expected to complete three, service/action projects over the course of two years, one focused on each of the Three Ps: Passion, Purpose and Perception.

The aims of the Arbor GIC Action and Service activities are to enable students to:

- Identify individual growth goals based on personal and community needs
- Develop and implement strategies for achieving those goals
- Purposefully reflect upon their experiences
- Enjoy and find significance in a range of service and action projects that promote sustainability
- Determine further actions for personal and academic growth

Students ensure they work on variety of service projects based in four areas:

- Direct service face-to-face projects or activities e.g. volunteering in the Biofarm or tutoring younger students in Mathematics
- Indirect service projects that benefit others or the environment e.g. fundraising, or organising a clothing drive
- Advocacy service activities and projects that raise public awareness or encourage others to take action to help others or the environment; e.g. promoting a global event like "World Water Day."
- Research service reviewing and summarising others' research or conducting and reporting original research on a sustainability topic; for example: conducting and reporting a survey of home energy use



PASSION

Students tune into their passion whilst engaging with the community.



PURPOSE

Students are given the opportunity to make an ecological difference considering local sustainability challenges.



PERCEPTION

Allows students to challenge a perception, pre-existing notion or helief



In today's competitive academic landscape, setting yourself apart from the crowd is essential when embarking on your journey beyond school.

At Arbor Sixth Form, we understand that excellence goes beyond traditional academic subjects, and that the world of work and post-18 education need more than just grades. Our programmes adds that elusive "something extra" to your university application, making it shine amidst the sea

of accomplished candidates.

At Arbor, we believe in an education that extends beyond textbooks and classrooms; not only educating about sustainability but educating for sustainability too. Sixth Form students build upon the foundation of ecoliteracy and Global Perspectives iGCSE with options such as **Environmental Management** and Global Persectives A-Levels further scrutinising the intricate relationships between ecosystems and humanity, and delving into the multifaceted nuances of the global challenges that define our era.

Adding a further layer of critical thinking, creativity and innovation to our programme is an essential component of Sixth Form at Arbor, as our students develop service projects as part of the bespoke Global Impact Certificate, Level 2, (GIC2) with the aim of further developing dispositions not generally assessed as part of

a traditional curriculum. The GIC2 is a gateway to becoming a responsible global citizen and a catalyst for change. Today's universities are not just looking for academic grades; they seek well-rounded individuals with a deep commitment to making the world a better place, with the ability to demonstrate dedication to sustainability, environmental awareness, and global citizenship. At Arbor Sixth Form, the qualities that highly valued by universities and align with the dispositions that we are truly passionate about.

Sixth Form is not just about preparing our students for the future; it's about equipping them to shape it.

Yours sincerely,

Hannah Mainds

MS. HANNAH MAINDS Assistant Head Purpose and Pedagogy The Arbor School

Pastoral Care

Pastoral care is central to who we are as a school. Our students are cared for with individual attention and support and guided to achieve their potential through close relationships with our teachers, thus allowing them to flourish.

In the Sixth Form we provide a personalised pastoral programme which is strengths-based, proactive and restorative, facilitating our students to reflect, explore and thrive, becoming the best versions of themselves. Our core values and character strengths are highly valued and modelled by all in the school. Through pastoral sessions and our positive education curriculum students analyse the psychology and science behind the different stages of

becoming a young adult to help them make informed decisions as they move through the school.

Our tutor groups are purposefully small in number, with carefully chosen Sixth Form specialist tutors assigned to allow for individualised care and attention. They are supported by our counselling team, Thrive department, Medical Care Team and the Assistant Head (Pastoral Care). The support system in our school is multi-faceted ensuring students always have someone to talk to.

It is important to us that every young adult in our care feels safe, valued, and supported.

PASTORAL PROGRAMME

Students see their form tutor twice a day – in the morning and afternoon allowing for close relationships and regular check ins to occur. Tutors also deliver a full tutor lesson once a week. During these times they follow a thoughtful and enriching programme which includes Relationship, Social and Health sessions, Positive Education Curriculum as well as additional lessons in Moral and Social Education.

We combine our individual knowledge of students with research based, explicit pastoral curriculum to teach students the key concepts of wellbeing so they can live healthy, fulfilling lives. These sessions allow our students to gain the skills needed to help them flourish.





Our world is changing rapidly. There is a significant increase in the need for social and emotional skills, as students face the excitement and challenges of the real world, as well as the development of leadership, collaboration, negotiation, innovation, and creativity – skills related to working with people and teams. Therefore, what we learn about ourselves. others and the world around us becomes ever more important.

Our pastoral provision remains ahead of this curve recognising that happy and healthy students are more likely to be confident, embrace challenge, and achieve success. At Arbor School, we cultivate a culture of belonging through a shared understanding of the power and impact of kindness, communication and sense of purpose. Our community thrives on trust and mutual respect among staff, students, and parents.

Our Sixth Form pastoral care nurtures well-rounded individuals who are prepared to excel in all aspects of life. We prioritise creating an environment that fosters warmth, confidence, creativity, and personal development for the next generation of changemakers. We want our students to take calculated risks, explore new opportunities, and embrace fresh ideas, equipping them with future ready skills for such as flexibility, social and emotional intelligence ready to take their first steps into the adult world.

Our Sixth Formers are empowered to take on genuine and authentic leadership roles, where their voice is listened to including chairing committees, supporting and mentoring younger pupils and acting as ambassadors for the school. These roles provide our students with opportunities to make a positive impact within the community but also take risks, work with others and drive change.

Authentic, purposeful and individual pastoral provision to support the change makers of the future. We are Arbor Sixth Form and this is how we do things here.

Yours sincerely,

Vanessa Mitchell

DR. VANESSA MITCHELL

Assistant Head Pastoral Care The Arbor School



STRENGTH OF WILL

Interpersonal strengths that help us relate to other people in positive ways

Creativity

Curiosity

Self-regulation

Humility

Perspective

STRENGTH

Intrapersonal strengths that help us achieve our goals

OF HEART

Kindness

Social Intelligence

Teamwork

Leadership

Gratitude

STRENGTH OF MIND

Intellectual strengths that help us wonder, reason, and create

Bravery

Perseverance

Appreciation

Hope

Zest



Future Pathways

Futures counselling plays a crucial role in supporting students as they navigate the transition from school to the next phase of their lives, be it higher education, vocational training, or the workforce.

Whilst almost all students will follow the University pathways we provide support for all potential options to ensure students can follow their passion. Our Futures Counsellor is a mentor and guide who empowers students to explore their potential, make informed choices, and

navigate the complex journey from school to the future with confidence.

University programmes such as Unifrog to provide specific unbiased careers information and advice to young people to help them make informed decisions about what to do after school. It hosts every post-16 and post-18 opportunity in the UK, so students can compare sixth form, Further Education, apprenticeship, university, and degree apprenticeship opportunities in one place, as well as international University guidance including America,

Canada, Asia and Europe.

Students have sessions with Futures Counsellor alongside using this system to help them gain valuable insights, and develop their portfolio of experiences to ensure they have a competitive advantage no matter what path they choose to follow.

Students attend our annual universities and career fair and are frequently provided with talks from universities and guest speakers.

Leadership

Students at the Arbor School have a variety of leadership opportunities. It is important to us that leadership is focused on 'everyday' leadership and the character strengths of fairness, perspective, teamwork, zest, kindness as well as leadership. Leadership is about who you are, and how you lead, rather than a title.

Sixth Formers are expected to lead an area in the school which they are passionate about; they are encouraged to suggest new areas which can be developed and to play

a central role in providing student voice.

All student leaders will undergo training based on the five exemplary principles of 'the student leadership challenge®'. At Arbor School we aim to ensure that these practices provide a framework toward students understanding leadership and facilitate successful leadership moments.

We have the following student groups in the school which support our vision and ethos:

Senior Students

Class Representatives

Year Group Representatives

💍 Student Council

Seco Council

& Wellbeing Council

Thrive Council

House Leaders

Global Awareness Council

Innovation Council

Sports Leaders

Library Council

-

Unique Secondary School Spaces

Complementing its unique approach to learning, the Arbor Secondary School offers unique facilities designed for a transformational experience.

Each learning space is inspired by nature, blended with cutting edge design and functionality. The result is a range of learning and recreational spaces which allows students to connect to their future. State of the art science laboratories, computing room and music technology suites have been carefully curated to help develop students' creative skills and innovative expertise.

The Second floor is dedicated to our Secondary and Sixth Form students. They have access to an emotional guidance counsellor, the thrive team for extra support, our Futures counsellor for University and careers counselling and a dedicated School clinic. All aspects are cared for!



SIXTH FORM COMMON ROOM

Our sixth form common room is a dedicated space within the school designed to cater to the needs and preferences of students in their final two years of secondary education. It has a modern kitchenette for students to prepare their food as well as hot drinks, a sofa area and work tables and desks for quiet study. A generous 'writing wall' allows students to collaborate and make notes together, as well as arrange social events. Our sixth form common room serves as a versatile space where students can relax, socialise, study, and recharge during their breaks from classes. It's designed to foster a sense of community among older students and provide them with a comfortable environment to balance their academic and social lives.



FUTURES HUB

Our Future Counsellor Hub is a welcoming and supportive space designed to assist students in navigating the challenges and choices associated with their academic and personal development. It is a comfortable and confidential environment where students can feel at ease discussing their concerns and seeking guidance. There are helpful resources in this space for students, and it can be booked for student leadership meetings.



BIODOMES & BIOPARK

Our biodomes and biopark area provides specialist environmental areas where students are able to work in myriad ways. This is a space that Sixth Formers can use to perform some of their service work, pertaining to their Global Impact Certificate, working with the Green team on various farming or animal management, or with younger students. The biopark will remain pivotal to practical science studies, along with environmental management courses. Alternatively, the students may choose to use this space for some quiet reflection or study time.



SPECIALIST TEACHING ZONES

Our specialist teaching areas feature five science laboratories, a state of the art design tech workshop including, an IT area with 3d printers and two art rooms which also host a kiln. We also have a swimming pool, full size Astro pitch, sports hall, outside netball/basketball courts and large library/ study area.



THE MARKETPLACE

Embracing students' creativity, the open and airy Marketplace provides an area to reflect and study, socialise, present to peers, or display artefacts produced in the atelier, from design, fashion, textiles, and fine art to digital media.

Students will use this space for flexible learning, social time and a canteen space at lunch.



THE WAHAH

At the heart of the Secondary School, the Wahah is a hub for social interactions and provides a flexible learning space. Social activities are provided such as giant chess and table tennis with breakout spaces. It houses the Farmhouse Café, part of Arbor's in-house farm-to-fork dining concept for students and staff, and a mini-auditorium for innovative learning opportunities.



THE ZEN ZONE

Situated in our Thrive area, next to the school clinic and counselling space, is our Zen Zone. This encompasses our mindfulness colouring walls, beanbag chill-out spaces and a sensory room in the Thrive room. It is important to provide students with calm spaces during their busy school day.

TIMES OF DAY

The Sixth Form will work on an adapted timetable depending on each student's course selections. Supported by research, but as any parent of teenagers will know, the biorhythms and sleep patterns of a teenager mean they are least alert and ready to learn early in the morning. Arbor have taken a research-informed approach to the development of the school day for teenage students.

UNIFORM

We provide a useful stepping stone for students as they move from Secondary students into Sixth Formers, and leave us to head to University. As such our uniform features formal office style wear on a Monday for formal assembly, an Arbor Sixth Form polo shirt with smart trousers/skirts Tuesday to Thursday and House tops on Friday. Sports students have an option of wearing their Sixth Form tracksuit on their sport timetabled days.

DEVICES

All students will have a surface pro with stylus allowing them to use the school Microsoft Team platforms, and also be creative and precise by drawing, annotating and make specific selections.

Students are encouraged to organise their time using their online schedule and timetable planner.

Scholarships

IGNITE SCHOLARSHIP

The culture of ambition which exists in the Arbor School supports the idea of recognising, rewarding and retaining excellence in all forms. The Arbor School's Ignite Scholars programme is an avenue to pursue and embed this culture whereby students demonstrating excellence may be recruited, rewarded, and retained through a scholarship programme.

A scholarship provides a reduction in fees. Scholarships are for fixed periods of time (usually 2 years in duration).

SCHOLARSHIP CRITERIA

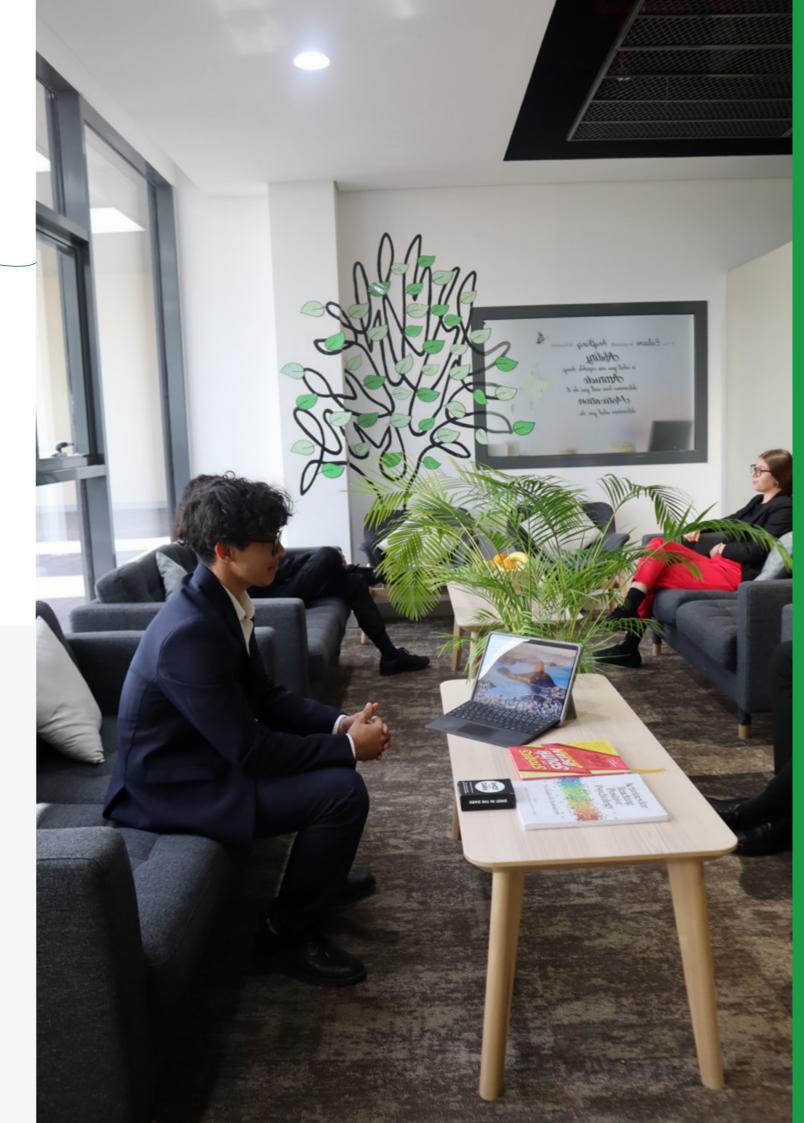
Scholarships will be awarded to students demonstrating the potential to achieve to the highest levels. Selected candidates will demonstrate outstanding prior achievement or academic capacity in one or more subject areas, and are expected to meet most or all the following criteria:

- Stanine 9 in the GL CAT4 assessment in at least 3 of the 4 batteries
- Stanine 9 in more than one of the English, Math and Science GL Progress Tests

- Equivalent levels of attainment in other, recognised standardised assessments
- **⊘** GCSE Results

Additional demonstrable levels of excellence may be taken into consideration, including excellence in sports, arts or culture; however academic achievement is the deciding factor when considering applicants for the Arbor Scholarship Programme.

For more details and to apply, please visit www.thearborschool.ae/admissions/scholarships







SIXTH FORM BOOKLET

ART & DESIGN

Examination Board Pearson Edexcel Level 3 Advanced GCE in Art and Design

Specification

Art, Craft and Design (9AD0), Fine Art (9FA0)

What does this subject involve?

The course aims to develop students' intellectual, creative, and practical skills while fostering independence and a deep appreciation for art, craft, and design. Students gain hands-on experience with diverse media, learn about the interconnectedness of artistic processes, and explore real-world applications, including potential links to creative industries, within historical and contemporary contexts. The curriculum also imparts knowledge of art, craft, design, and media in various societies and cultures and promotes awareness of the diverse roles and audiences within these fields.

How is the course assessed?

The Pearson Edexcel Level 3 Advanced GCE in Art and Design consists of two components, both teacher assessed and externally moderated by us.

,	, ,
Component 1	Component 2
Portfolio of development work and outcomes based on themes and ideas developed from personal starting points.	Preparatory studies and the 15-hour period of sustained focus.
90 marks per paper	40% of the qualification
60% of the qualification	40% of the qualification
	If as the foundation of understanding a wide range of career pathways in the tes can embark on paths as visual artists,

Possible Career Pathways

graphic designers, fashion designers, or interior designers, creating and shaping the visual world around us. The course prepares students for a wide spectrum of professions, from architects to photographers, and from creative directors to art historians, allowing them to follow their artistic passions and contribute to various industries and sectors, including culture, design, and media.

Prerequisites

Must have studied GCSE Art achieving a grade 6 or above or be able to show a portfolio of highly skilled artworks.





DESIGN & TECHNOLOGY

Examination Board Pearson Edexcel Level 3 Advanced GCE in Art and Design

Specification

Art, Craft and Design (9AD0), Fine Art (9FA0)

What does this subject involve?

The course aims to develop students' intellectual, creative, and practical skills while fostering independence and a deep appreciation for art, craft, and design. Students gain hands-on experience with diverse media, learn about the interconnectedness of artistic processes, and explore real-world applications, including potential links to creative industries, within historical and contemporary contexts. The curriculum also imparts knowledge of art, craft, design, and media in various societies and cultures and promotes awareness of the diverse roles and audiences within these fields.

How is the course assessed?

The Pearson Edexcel Level 3 Advanced GCE in Design and Technology (Product Design) consists of one externally examined paper and one non-examined assessment component.

Component 1	Component 2
Principles of Design and Technology	Independent Design and Make Project
Written examination: 2 hours 30 minutes	Non-examined assessment
120 marks per paper	120 marks per paper
50% of the qualification	50% of the qualification
Studying this course offers a multitude can pursue roles as product designers,	of potential career pathways. Graduates industrial designers, architects, or

Possible Career Pathways

mechanical engineers, where they create innovative products, systems, or buildings. Alternatively, they may delve into fields like materials science, sustainability consulting, focusing on sustainable practices and user-centric design. Whether specialising in prototype development, graphic design, or engineering, this course equips students with the skills and knowledge to embark on diverse and rewarding career journeys in design and technology.

Prerequisites

Must have studied GCSE Design Technology achieving a grade 6 or above or be able to show a portfolio of highly skilled design work and innovation interests.





CHEMISTRY

Examination Board Pearson Edexcel International Advanced Subsidiary & International Advanced Level in Chemistry

Specification

(XCH11), (YCH11)

What does this subject involve?

The aims and objectives of this chemistry course are to provide students with fundamental knowledge of various chemistry disciplines and how they interconnect. It also seeks to instil a profound appreciation for scientific methods and competence in practical, mathematical, and problem-solving skills. Furthermore, the course aims to cultivate students' interest and enthusiasm for chemistry, fostering a desire for further study and future careers in the field.

How is the course assessed?

The International Advanced Level consists of the three IAS units (units 1, 2 and 3) plus three IA2 units (units 4, 5 and 6). Candidates wishing to take the International Advanced Level must, therefore, complete all six units.

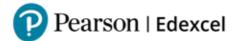
Unit 1	Unit 2	Unit 3
Structure, Bonding and Introduction to Organic Chemistry	Energetics, Group Chemistry, Halogenoalkanes and Alcohols	Practical Skills in Chemistry I
Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 20 minutes
80 marks per paper	80 marks per paper	50 marks per paper
40% of the total IAS 20% of the total IAL	40% of the total IAS 20% of the total IAL	20% of the total IAS 10% of the total IAL
Unit 4	Unit 5	Unit 6
Rates, Equilibria and Further Organic Chemistry	Transition Metals and Organic Nitrogen Chemistry	Practical Skills in Chemistry II
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 20 minutes
90 marks per paper	90 marks per paper	50 marks per paper
40% of the total IAS 20% of the total IAL	40% of the total IAS 20% of the total IAL	20% of the total IAS 10% of the total IAL

Possible Career Pathways

The chemistry curriculum presents a wide range of career opportunities. Graduates can embark on careers as chemists, specializing in various fields like organic, inorganic, analytical, or physical chemistry, conducting vital research and experiments. Others may choose to become chemical engineers, designing processes for chemical production, or pharmaceutical scientists, developing medications. Additionally, chemistry leads to roles in quality control, chemical sales, safety, and education, providing a wide range of professional paths.

Prerequisites

Must have successfully achieved a grade 6 or above at GCSE Chemistry or equivalent as well as achieving 5s or above in both English and Mathematics.





BIOLOGY

Examination Board Pearson Edexcel International Advanced Subsidiary & International Advanced Level in Biology

Specification

(XBI11), (YBI11)

What does this subject involve?

The aims and objectives of this biology course are to provide students with fundamental knowledge of various biology disciplines and how they interconnect. It also seeks to instil a profound appreciation for scientific methods and competence in practical, mathematical, and problem-solving skills. Furthermore, the course aims to cultivate students' interest and enthusiasm for biology, fostering a desire for further study and future careers in the field.

How is the course assessed?

The International Advanced Level consists of the three IAS units (units 1, 2 and 3) plus three IA2 units (units 4, 5 and 6). Candidates wishing to take the International Advanced Level must, therefore, complete all six units.

Unit 1	Unit 2	Unit 3
Molecules, Diet, Transport and Health	Cells, Development, Biodiversity and Conservation Make Project	Practical Skills in Biology I
Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 20 minutes
80 marks per paper	80 marks per paper	50 marks per paper
40% of the total IAS 20% of the total IAL	40% of the total IAS 20% of the total IAL	20% of the total IAS 10% of the total IAL
Unit 4	Unit 5	Unit 6
Energy, Environment, Microbiology and Immunity	Respiration, Internal Environment, Coordination and Gene Technology	Practical Skills in Biology II
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 20 minutes
90 marks per paper	90 marks per paper	50 marks per paper
40% of the total IAS 20% of the total IAL	40% of the total IAS 20% of the total IAL	20% of the total IAS 10% of the total IAL

Possible Career Pathways

The biology curriculum presents a wide range of career opportunities. Graduates can become biologists, delving into areas such as microbiology, genetics, ecology, or cell biology. Others may pursue careers in medicine, pharmacy, or biomedical science. Some opt for roles as genetic counsellors, pharmacologists while environmental science offers paths as ecologists, environmental scientists, or wildlife biologists. The field encompasses a vast array of options, including marine biology, botany, forensic science, and nutrition, making it an exciting and versatile choice.

Prerequisites

Must have successfully achieved a grade 6 or above at GCSE Biology or equivalent as well as achieving 5s or above in both English and Mathematics.





Examination Board Pearson Edexcel International Advanced Subsidiary & International Advanced Level in Physics

Specification

(XPH11), (YPH11)

What does this subject involve?

The aims and objectives of this physics course are to provide students with fundamental knowledge of various physics disciplines and how they interconnect. It also seeks to instil a profound appreciation for scientific methods and competence in practical, mathematical, and problem-solving skills. Furthermore, the course aims to cultivate students' interest and enthusiasm for physics, fostering a desire for further study and future careers in the field.

How is the course assessed?

The International Advanced Level consists of the three IAS units (units 1, 2 and 3) plus three IA2 units (units 4, 5 and 6). Candidates wishing to take the International Advanced Level must, therefore, complete all six units.

Unit 1	Unit 2	Unit 3
Mechanics and Materials	Waves and Electricity	Practical Skills in Physics I
Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 20 minutes
80 marks per paper	80 marks per paper	50 marks per paper
40% of the total IAS 20% of the total IAL	40% of the total IAS 20% of the total IAL	20% of the total IAS 10% of the total IAL
Unit 4	Unit 5	Unit 6
Further Mechanics, Fields and Particles	Thermodynamics, Radiation, Oscillations and Cosmology	Practical Skills in Physics II
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 20 minutes
90 marks per paper	90 marks per paper	50 marks per paper
40% of the total IAS 20% of the total IAL	40% of the total IAS 20% of the total IAL	20% of the total IAS 10% of the total IAL

Possible Career Pathways

The physics curriculum presents a wide range of career opportunities. Graduates can delve into the realm of research as physicists, specializing in areas such as particle physics, astrophysics, or quantum mechanics, pushing the boundaries of scientific understanding. Others may choose engineering, applying physics principles to design aerospace systems, electrical circuits, or mechanical devices. Additionally, physics opens doors to careers in finance, robotics, space science, and environmental consultancy, while entrepreneurial ventures in physics-related industries are also viable options.

Prerequisites

Must have successfully achieved a grade 6 or above at GCSE Physics or equivalent as well as achieving 5s or above in both English and Mathematics.



GEOGRAPHY

Examination Board Pearson Edexcel International Advanced Subsidiary & International Advanced Level in Geography

Specification

(XGE01), (YGE01)

What does this subject involve?

The course aims to develop students' comprehensive knowledge of geographical concepts and contexts, from local to global scales. It focuses on in-depth understanding of physical and human geography patterns and issues, emphasizing the complexity of people-environment interactions. Students learn to apply key concepts like place, space, scale, and environment, while also considering the influence of values, attitudes, and circumstances on these relationships. The course equips students with quantitative and qualitative skills, emphasizes the importance of fieldwork, and encourages the rigorous application of geographical knowledge to real-world questions and issues.

How is the course assessed?

The International Advanced Level consists of the two IAS units (Units 1 and 2) plus two IA2 units (Units 3 and 4). Students wishing to take the International

Advanced Level must, therefore, complete all four units.		
Unit 1	Unit 2	
Global Challenges	Geographical Investigations	
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 30 minutes	
90 marks per paper	60 marks per paper	
60% of the total IAS 30% of the total IAL	40% of the total IAS 20% of the total IAL	
Unit 3	Unit 4	
Contested Planet	Researching Geography	
Contested Planet Written examination: 2 hours		
	Researching Geography Written examination: 1 hour and 30	
Written examination: 2 hours	Researching Geography Written examination: 1 hour and 30 minutes	

Possible Career Pathways

research and analysis. Opportunities also extend to climate analysis, international development, education, journalism, and market research, with applications in government, NGOs, and private industries. The versatility of geography equips individuals to address complex global challenges.

Prerequisites

Must have successfully achieved a grade 6 or above at GCSE Geography as well as achieving 5s or above in both English and Mathematics.





HISTORY

Examination Board Pearson Edexcel International Advanced Subsidiary & International Advanced Level in History

Specification

(XHI01), (YHI01)

What does this subject involve?

The course aims to spark students' interest in history, promote an understanding of societal diversity, offer a balanced study of the past, and cultivate critical thinking skills. It emphasizes research abilities, historical judgment's provisional nature, and proficiency in historical concepts. The course also encourages students to make connections across different historical periods and effectively communicate their historical knowledge and arguments.

How is the course assessed?

Possible Career Pathways

The International Advanced Level consists of the two IAS units (Unit 1 and 2) and two IA2 units (Unit 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units.

Unit 1	Unit 2
Depth Study with Interpretations	Breadth Study with Source Evaluation
Written examination: 2 hours	Written examination: 2 hours
50 marks per paper	50 marks per paper
50% of the total IAS 25% of the total IAL	50% of the total IAS 25% of the total IAL
Unit 3	Unit 4
Thematic Study with Source Evaluation	International Study with Historical Interpretations
Written examination: 2 hours	Written examination: 2 hours
50 marks per paper	50 marks per paper
50% of the total IA2 25% of the total IAL	50% of the total IA2 25% of the total IAL
The versatile skills developed in this c fields such as education, research, me	nterest in history while fostering an ffering a well-rounded study of the
Must have successfully achieved a gra	ade 6 or above at GCSE History as well as

ENVIRONMENTAL MANAGEMENT

Cambridge Assessment International Education

Cambridge International School

Examination Board Cambridge International Advanced Subsidiary Level Environmental Management

Specification

(8291)

What does this subject involve?

The aims are to enable students to develop:

- Knowledge of natural systems which make life possible on earth
- · An understanding that humans are part of these systems and depend on them
- An appreciation of the diverse influences of human activity on natural systems
- An awareness of the need to manage natural systems
- An understanding of sustainable development to meet the needs of the present, without compromising the ability of future generations to meet their own needs
- A sense of responsibility and concern for the welfare of the environment and all organisms
- An awareness of their own values concerning environmental issues
- An awareness of the values of others
- · A willingness to review their own attitudes in the light of new knowledge and
- A sound basis for further study, personal development and participation in local and global environmental concerns.

How is the course as

The International AS Level consists of two components below:

assessed?	The international 7/3 Level consists of two components below.	
	Component 1	Component 2
	Principles of Environmental Management	Management in Context
	1 hour 45 minutes	1 hour 45 minutes
	Section A: between four and six structured questions, with a range of task types. (60 marks)	Between four and six structured questions, with a range of task types. Total: 80 marks
	Section B: one essay from a choice of two questions. (20 marks) Total: 80 marks	
	Externally assessed 50% of the AS Level	Externally assessed 50% of the AS Level
Possible Career Pathways	and transferable skills that support furth- local university entrance requirements, s directly to university courses in Environm	tudents may be able to use it to progress nental Management or related subjects. sm, international relations, policy analysis, cacy, and various other fields where

Prerequisites achieving 5s or above in both English and Mathematics.

Prerequisites

Must have successfully achieved a grade 6 or above at GCSE Environmental Management or suitably equivalent qualification as well as achieving 5s or above in both English and Mathematics.



BOOKLET

SIXTH FORM

GLOBAL PERSPECTIVES & RESEARCH

Examination Board Cambridge International Advanced Subsidiary & International Advanced Level Global Perspectives & Research

Specification

(9239)

What does this subject involve?

The aims and objectives of this course are to foster an acknowledgment and understanding of diverse perspectives on global issues. It aims to develop students' critical thinking abilities, enabling them to evaluate claims and evidence, make independent judgments supported by reasoning and evidence, and emphasize the importance of justifying their opinions. The course also aims to cultivate effective research skills, guiding students in using appropriate sources to support their judgments and understand research processes. Additionally, it encourages self-reflection on learning, judgments, and collaborative work while promoting the development of strong written and spoken communication skills.

How is the course assessed?

The International Advanced Level consists of the three IAS components (Component 1, 2 and 3) and one IA2 units (Component 4). Students wishing to take the International Advanced Level must therefore complete all four units

take the International Advanced Level n	nust, therefore, complete all four units.
Component 1	Component 2
Written examination: 1 hour 30 minutes	Non-Examination Assessment - Essay
45 marks per paper	40 marks per paper
36% of the total IAS 18% of the total IAL	32% of the total IAS 16% of the total IAL
Component 3	Component 4
Non-Examination Assessment - Team Project	Cambridge Research Report
40 marks per paper	85 marks per paper - Research report (75 marks) - Research log (10 marks)
32% of the total IAS 16% of the total IAL	50% of the total IAL
This course aims to prepare students for understanding of global perspectives are acknowledgment of diverse viewpoints the ability to evaluate evidence, and may judgments. Graduates can pursue caree	nd critical thinking skills. It encourages on global issues, development of

Possible Career Pathways

policy analysis, development work, law, academia, advocacy, and various other fields where understanding and navigating global perspectives is crucial.

Prerequisites

Must have successfully achieved a grade 6 or above at GCSE Global Perspectives or suitably equivalent qualification as well as achieving 5s or above in both English and Mathematics.





ENGLISH LANGUAGE

Examination Board Oxford AQA International Advanced Subsidiary & International Advanced Level **English Language**

Specification

(9670)

What does this subject involve?

The aims and objectives of this course are to nurture students' creative and critical skills in both producing and analysing texts. It seeks to deepen their comprehension of how language varies in different contexts and among diverse social groups. Additionally, the course aims to enhance students' knowledge of language acquisition and the emergence of new forms of English on a global scale. Furthermore, it encourages students to explore data using valuable academic research skills, which are highly regarded by universities and applicable across various academic and professional domains.

How is the course assessed?

The International Advanced Level consists of the two IAS units (Unit 1 and 2) and two IA2 units (Unit 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units.

Unit 1	Unit 2
Language and context	Language and society
Written exam: 2 hours	Written exam: 2 hours
50 marks per paper	50 marks per paper
50% of the total IAS 20% of the total IAL	50% of the total IAS 20% of the total IAL
Unit 3	Unit 4
Language variation	Language exploration (a or b)
Written exam: 2 hours	4a - Written exam: 2 hours 30 minutes 4b - Non-exam assessment - A language investigation
50 marks per paper	50 marks per paper
30% of the total IAL	30% of the total IAL
	duates can pursue careers in language

Possible Career Pathways

and communication, education, content creation, journalism, public relations, translation, research, technical communication, and various other fields that require strong language and communication competencies.

Prerequisites

Must have successfully achieved a grade 7 or above at GCSE English Language or suitably equivalent qualification.





ENGLISH LITERATURE

Examination Board Oxford AQA International Advanced Subsidiary & International Advanced Level **English Literature**

Specification

(9675)

What does this subject involve?

The aims and objectives of this course are to cultivate students' creative and critical skills in reading and analysing texts. It encourages them to uncover meanings within texts, fostering a deeper understanding of how interpretations of texts can differ depending on the context. Additionally, the course aims to provide students with insights into literary criticism from various theoretical perspectives, promoting a well-rounded understanding of literary analysis and interpretation.

How is the course assessed?

The International Advanced Level consists of the two IAS units (Unit 1 and 2) and two IA2 units (Unit 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units.

Advanced Lever mast, therefore, complete all roal arms.	
Unit 1	Unit 2
Aspects of dramatic tragedy	Place in literary texts
Written exam: 2 hours Closed book	Written exam: 2 hours Open book
50 marks per paper	50 marks per paper
50% of the total IAS 20% of the total IAL	50% of the total IAS 20% of the total IAL
Unit 3	Unit 4
Elements of crime and mystery	Literary representations (a or b)
Written exam: 2 hours Study of two texts	4a - Written exam: 2 hours 30 minutes
Study of two texts	4b - Non-exam assessment - Study of two texts: one poetry text and one prose text.
50 marks per paper	of two texts: one poetry text and one
	of two texts: one poetry text and one prose text.

Possible Career Pathways

publishing professionals, journalists, translators, and various other roles within the literary and cultural industries. Their strong analytical and creative abilities, along with their deep appreciation of literature, make them well-suited for careers that require effective communication, critical thinking, and a passion for literary exploration.

Prerequisites

Must have successfully achieved a grade 7 or above at GCSE English Literature or suitably equivalent qualification.





Examination Board Cambridge International Advanced Subsidiary & International Advanced Level Drama

Specification

(9482)

What does this subject involve?

Cambridge International AS & A Level Drama encourages students to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups. Underpinned by theoretical and practical study, they learn to research, analyse, create and interpret, and to become skilled, wellinformed and reflective theatrical practitioners who enjoy drama.

How is the course assessed?

The International Advanced Level consists of the two IAS components (Component 1 and 2) and two IA2 units (Component 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units.

take the international Advanced Level in	iust, therefore, complete all four units.
Component 1	Component 2
Written examination: 2 hours	Practical Drama
60 marks per paper Open-book exam	60 marks per paper 2x parts - Devising & Performing
50% of the total IAS 25% of the total IAL	50% of the total IAS 25% of the total IAL
Component 3	Component 4
Theatre-making and performing	Theatre in context
60 marks per paper 2x parts - Devising & Performing	60 marks per paper There is one part to the research coursework: - 2500-3000-word research essay
25% of the total IAL	25% of the total IAL
Studying drama at the A-level opens up performing arts and related fields. Pote playwriting production roles teaching	ential careers include acting, directing,

Possible Career Pathways

playwriting, production roles, teaching drama, arts administration, drama therapy, media, event planning, creative writing, public speaking, and more. Further education and training are often necessary, and careers in the dramatic arts can be competitive and may involve freelance or contract work.

Prerequisites

Must have successfully achieved a grade 6 or above at GCSE Drama or suitably equivalent qualification as well as achieving 5s or above in English language / literature.





Examination Board Pearson Edexcel International Advanced Subsidiary & International Advanced Level in French

Specification

(XFR01), (YFR01)

What does this subject involve?

The course aims to develop students' proficiency in understanding complex texts and spoken language for diverse purposes. It emphasizes clear and wellstructured writing, fluent and spontaneous speaking, and prepares students for further study or employment in French-speaking contexts, including business and commerce. Additionally, it fosters an understanding of language in various cultural contexts to enhance communication competence.

How is the course assessed?

The International Advanced Level consists of the two IAS units (Units 1 and 2) plus two IA2 units (Units 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units.

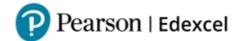
Unit 1	Unit 2
Spoken expression and response	Understanding and written response
Externally assessed spoken examination: 8-10 minutes	Externally assessed written examination: 2 hours and 30 minutes
40 marks per paper	90 marks per paper
30% of the total IAS 15% of the total IAL	70% of the total IAS 35% of the total IAL
Unit 3	Unit 4
Understanding and spoken response	Research, understanding and written response
Externally assessed spoken examination: 11-13 minutes	Externally assessed written examination: 2 hours and 30 minutes
40 marks per paper	90 marks per paper
30% of the total IA2 15% of the total IAL	70% of the total IA2 20% of the total IAL

Possible Career Pathways

Studying this course offers a multitude of potential career pathways for individuals with proficiency in the French language and an understanding of its cultural contexts. Graduates can become interpreters or translators, facilitating communication between languages, or language teachers, educating others in French language and culture. Opportunities also abound in international business, diplomacy, tourism, and media, with roles such as diplomats, travel consultants, journalists, and cultural exchange coordinators. Whether working in language consulting, content creation, or international relations, this course equips students with the linguistic and cultural competence to excel in a diverse range of careers, bridging linguistic and cultural divides on a global scale.

Prerequisites

Must have successfully achieved a grade 6 or above at GCSE French or equivalent as well as achieving a 5 in English.





Examination Board Pearson Edexcel International Advanced Subsidiary & International Advanced Level in Spanish

Specification

(XSP01), (YSP01)

What does this subject involve?

The course aims to develop students' abilities to comprehend complex texts, including spoken language, for diverse purposes. It emphasizes effective writing skills, clear communication in speaking contexts, and prepares students for further study or employment in Spanish-speaking regions or business and commerce where Spanish is the primary language. Additionally, it cultivates an understanding of language within different cultural contexts to enhance overall communication competence.

How is the course assessed?

The International Advanced Level consists of the two IAS units (Units 1 and 2) plus two IA2 units (Units 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units.

Unit 1	Unit 2
Spoken expression and response	Understanding and written response
Externally assessed spoken examination: 8-10 minutes	Externally assessed written examination: 2 hours and 30 minutes
40 marks per paper	90 marks per paper
30% of the total IAS 15% of the total IAL	70% of the total IAS 35% of the total IAL
Unit 3	Unit 4
Understanding and spoken response	Research, understanding and written response
Externally assessed spoken examination: 11-13 minutes	Externally assessed written examination: 2 hours and 30 minutes
40 marks per paper	90 marks per paper
30% of the total IA2 15% of the total IAL	70% of the total IA2 20% of the total IAL

Possible Career Pathways

This course offers a multitude of potential career pathways for individuals with proficiency in the Spanish language and a deep understanding of its cultural contexts. Graduates can become interpreters or translators, bridging linguistic gaps in various settings, or language teachers, educating others in Spanish language and culture. Opportunities also extend to international business, diplomacy, tourism, and media, with roles such as diplomats, travel consultants, journalists, and cultural exchange coordinators. Whether working in language consulting, content creation, or international relations, this course equips students with linguistic and cultural competence to excel in diverse careers, fostering connections and communication within Spanish-speaking regions and beyond.

Prerequisites

Must have successfully achieved a grade 6 or above at GCSE Spanish or equivalent as well as achieving a 5 in English.





Examination Board Pearson Edexcel Level 3 Advanced GCE in Mathematics

Specification

(9MA0)

What does this subject involve?

The course aims to instil a deep understanding of mathematics, fostering confidence and enjoyment while laying a strong foundation for further study. It expands students' mathematical skills, emphasizing connections and progression across mathematical areas. Students learn to apply mathematics in various fields, make logical and reasoned decisions in problem-solving, and effectively communicate their mathematical rationale. The course promotes logical reasoning, generalization, and proficiency in reading, comprehending, and communicating mathematical arguments. It also encourages students to responsibly use technology like calculators and computers, represent situations mathematically, and draw meaningful conclusions from mathematical reasoning.

There are three overarching themes that are inherent throughout the content and students are required to develop skills in working scientifically over the course of this qualification related to them:

- Overarching theme 1: Mathematical argument, language and proof
- Overarching theme 2: Mathematical problem solving
- Overarching theme 3: Mathematical modelling

How is the course assessed?

The Pearson Edexcel Level 3 Advanced GCE in Mathematics consists of three externally examined papers.

Paper 1	Paper 2	Paper 3
Pure Mathematics 1	Pure Mathematics 2	Statistics and Mechanics
Written examination: 2 hours	Written examination: 1 hour and 30 minutes	Written examination: 2 hours
100 marks per paper	100 marks per paper	100 marks per paper
33.33% of the qualification	33.33% of the qualification	33.33% of the qualification

Possible Career Pathways

Studying mathematics at the A-level can lead to various career pathways, as it provides a strong foundation in analytical and problem-solving skills. Potential career options include fields such as engineering, computer science, finance, data analysis, actuarial science, research, teaching, and various roles in the sciences. Mathematics A-level is highly regarded by universities and employers, making it a valuable qualification for a wide range of professions that require quantitative and critical thinking skills. Advanced studies in mathematics can further expand career opportunities in areas like academia, cryptography, statistics, and more.

Prerequisites

Must have successfully achieved a grade 7 or above at GCSE Mathematics.





ECONOMICS

Examination Board Oxford AQA International Advanced Subsidiary & International Advanced Level **Economics**

Specification

(9640)

What does this subject involve?

This qualification provides an engaging and effective introduction to the field of Economics. This course covers various aspects of economics, including market operations, market failures, government's role, the national economy in a global context, business behaviour economics, income distribution, economic development, and global economic issues. It also emphasizes the development of quantitative skills.

How is the course assessed?

The International Advanced Level consists of the two IAS units (Unit 1 and 2) and two IA2 units (Unit 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units.

Advanced Lever mast, therefore, complete all rour units.	
Unit 1	Unit 2
The operation of markets, market failure and the role of government	The national economy in a global environment
Written exam: 1 hour and 45 minutes	Written exam: 1 hour and 45 minutes
80 marks per paper	80 marks per paper
50% of the total IAS 20% of the total IAL	50% of the total IAS 20% of the total IAL
Unit 3	Unit 4
Ones	Offic 4
The economics of business behaviour and the distribution of income	Economic development and the global economy
The economics of business behaviour and the distribution of	Economic development and the
The economics of business behaviour and the distribution of income	Economic development and the global economy
The economics of business behaviour and the distribution of income Written exam: 2 hours	Economic development and the global economy Written exam: 2 hours

Possible Career Pathways

and quantitative skills can open up diverse career pathways. Graduates can pursue careers in fields such as finance, banking, consulting, government policy analysis, market research, economic development, and more. These careers may involve roles such as financial analyst, economist, market researcher, policy analyst, or business consultant, among others.

Prerequisites

Must have successfully achieved a grade 6 or above at GCSE Mathematics or suitably equivalent qualification.





BUSINESS BTEC

GCSE.

Examination Board	Pearson BTEC International Level 3 Diploma, or Sub Diploma, in Business
Specification	Business
What does this subject involve?	The Business BTEC is a two-year course that serves as a foundation for further studies in business and management. Developed in collaboration with employers, professional bodies, and higher education representatives, this vocational qualification is designed to offer a balanced curriculum that meets both future professional requirements and academic advancement. It is a full-time program aimed at Students interested in venturing into new or emerging businesses or pursuing employment opportunities in various business, enterprise, and entrepreneurship roles.
How is the course assessed?	Equivalent in size to two International A-Levels. There are five mandatory units, three internal units and two set assignment units. Students must complete and achieve a Pass or above in all mandatory units. Students must complete optional units totalling at least 240 GLH.
Possible Career Pathways	Developed with input from employers, professional bodies, and higher education, it offers a balanced approach to meeting future professional needs and academic progression. Designed for full-time Students interested in new or emerging enterprises, it provides a pathway to careers in business, enterprise, and entrepreneurship roles, including business ownership, management, marketing, finance, and more.
Prerequisites	Must have successfully achieved 5s or above in both English and Mathematics





Examination Board Pearson Edexcel International Advanced Subsidiary & International Advanced Level in Information Technology

Specification

(XIT11), (YIT11)

What does this subject involve?

- 1. This unit explores digital technologies and their crucial role in modern society. It covers hardware, software, networks, data management, and ethical considerations in technology.
- 2. This unit focuses on web development, covering HTML, CSS, JavaScript, and user-friendly design principles. You'll learn to create effective, interactive web content by understanding coding, styling, and semantic markup to enhance user experience.
- 3. This unit delves into the world of data and technology, covering data management, virtualization, human-computer interaction, security, IT system support, and project management. You'll also explore emerging technologies like machine learning, virtual reality, augmented reality, and the Internet of Things, and their potential impact on individuals, organizations, and society.
- 4. The unit allows students to develop core problem-solving skills through the application of relational database software.

How is the course assessed?

The International Advanced Level consists of the two IAS units (Unit 1 and Unit 2) plus two IA2 units: Units 3 and 4. Students wishing to take the International Advanced Level must, therefore, complete all four units.

Advanced Level mast, therefore, complete all roal driks.	
Unit 1	Unit 2
Written examination: 2 hours	Written examination: 3 hours
80 marks per paper	80 marks per paper
50% of the total IAS 25% of the total IAL	50% of the total IAS 25% of the total IAL
Unit 3	Unit 4
Written examination: 2 hours	Written Exam: 3 hours
80 marks per paper	80 marks per paper
50% of the total IAS 25% of the total IAL	50% of the total IAS 25% of the total IAL
Studying A Level IT equips students with the knowledge and skills to pursue careers in various IT-related fields. Potential career paths include software	

Possible Career Pathways

development, web development, network administration, systems analysis, cybersecurity, database administration, IT support, data analysis, project management, IT consulting, and more. This qualification prepares students for a wide range of opportunities in the ever-evolving information technology industry, offering diverse and rewarding career options.

Prerequisites

Must have successfully achieved grade 5s or above in both English and Mathematics.





SIXTH FORM BOOKLET

PSYCHOLOGY

Examination Board Oxford AQA International Advanced Subsidiary & International Advanced Level Psychology

Specification

(9685)

What does this subject involve?

This qualification provides an engaging and effective introduction to the field of Psychology. It equips students with fundamental subject knowledge and valuable skills sought after by both Higher Education institutions and employers, including critical analysis, independent thinking, and research capabilities. The curriculum covers core areas of Psychology, including cognitive, social, biological, developmental, individual differences, and research methods, which are presented in a manner consistent with previous specifications. It retains explanations from various approaches, addresses psychological issues and debates, and offers students a selection of compelling topic options.

How is the course assessed?

Possible Career Pathways

Prerequisites

The International Advanced Level consists of the two IAS units (Unit 1 and 2) and two IA2 units (Unit 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units.

Unit 1	Unit 2
Introductory topics in psychology	Biopsychology, development and research methods 1
Written examination: 1 hour 30 minutes	Written examination: 1 hour 30 minutes
90 marks per paper	90 marks per paper
50% of the total IAS 20% of the total IAL	50% of the total IAS 20% of the total IAL
Unit 3	Unit 4
Advanced topics and research methods 2	Approaches and application (SYNOPTIC UNIT)
Written examination: 1 hour 30 minutes	Written examination: 1 hour 30 minutes
90 marks per paper	90 marks per paper
30% of the total IAL	30% of the total IAL
Studying this Psychology course opens doors to a diverse array of career pathways. It provides students with a solid foundation in psychology and equips them with valuable skills such as critical analysis, independent thinking, and research abilities. Graduates of this course can pursue careers in clinical psychology, counselling, research, education, healthcare, business, and various other fields where a strong understanding of human behaviour and critical thinking are invaluable.	

Must have successfully achieved a grade 7 or above at GCSE English Language

or suitably equivalent qualification.





SPORT RTFC

SPURI B	TEC .
Examination Board	Pearson BTEC International Level 3 Diploma, or Sub Diploma, in Sport
Specification	Sport
What does this subject involve?	This qualification prepares students for careers in the sports sector. It has been developed in consultation with industry experts and higher education providers to ensure alignment with relevant progression routes. The curriculum includes mandatory content pertinent to these pathways, complemented by optional units that cater to individual interests and career goals. Options span self-employment, technology in sport, fitness, coaching, teaching, sports business, and facility operations and management. This versatile approach equips learners with the knowledge and skills required for their chosen careers in the sports industry.
How is the course assessed?	Equivalent in size to two International A-Levels. There are five mandatory units. Students must complete and achieve a Pass or above in all mandatory units. Students must complete must complete at least seven optional units.
Possible Career Pathways	These qualifications open doors to diverse job opportunities within the sports industry. In sports, roles such as physical education instructor and assistant coach are accessible, while the fitness and personal training sectors offer positions like gym instructor and personal trainer. For those interested in sport coaching and development, options include community coach, sport-specific school coach, and club sports coach.
Prerequisites	Must have successfully achieved 5s or above in both English and Mathematics

GCSE.

At Arbor we ensure...





Leading to Arborists who...







ENOUGH FOR ALL, FOREVER.





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