



The Westminster School, Dubai

Sixth
FORM

Post 16 Booklet 2021 - 22

“The race for excellence has no finish line”

His Highness Sheikh Mohammed Bin Rashid Al Maktoum

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Welcome to The Westminster School, Dubai

The Westminster School is a private school founded in 1995 that provides education for boys and girls from Foundation Stage 2 to Year 13, aged 4 to 18 years. Located in the Al Qusais area in Dubai, the school currently caters to more than 5000 students that hail from over 69 nationalities. This places its student body among the largest and most diverse in the nation, fostering a uniquely stimulating learning environment that promotes the students' development into productive, open-minded and honorable world citizens with exceptional academic competence and a flair for eloquent speech and multi-faceted talents. The school is accredited/ endorsed by the Knowledge and Human Development Authority and Ministry of Education in Dubai as well as the International Council of Schools.

The Westminster School is a Microsoft Showcase School and which is a global community of schools engaged in digital transformation to improve teaching and learning. Showcase Schools create immersive and inclusive experiences that inspire lifelong learning, stimulating the development of essential life skills so students are empowered to achieve more.

We are also a Common Sense Digital Citizenship Certified School for the 2016-2019 school year for our dedication to teaching young people how to be safe and responsible digital citizens.

The school follows a curriculum based on the English National Curriculum that prepares students to undertake the International General Certificate of Secondary Education (IGCSE) Advanced Subsidiary level (AS-Level) and Advanced level (A-Level) courses in their Higher Secondary and Sixth Form years respectively. The University of Cambridge (UK) & Pearson Edexcel (UK) administers these examinations.

Students in the secondary section are required to take a maximum course-load of seven subjects in the IGCSE examinations. Two of these, including Languages (English as a first or second language / Arabic Foreign/ French/ Urdu) or Humanities (Environmental Management) or Creative and Vocational (Travel and Tourism) subject, are mandatorily taken in Year 10 while the rest is completed in Year 11, the minimum number of Advanced Subsidiary (AS-level) subjects to be taken in Year 12 is three, with a maximum of four. The same restrictions apply in Year 13.

Welcome to GEMS Education

GEMS Education is an International Educational company that owns and operates a global network of award-winning schools in Europe, Africa, North America, Asia, and the Middle East. The company delivers high - quality holistic education to more than 110,000 students from 151 countries. GEMS value-driven approach to education is expressed through four core values that are woven into every curriculum offered by GEMS Schools to encourage independent learning, empowering students to take on responsibility. These include Leading through Innovation, Pursuing Excellence, Growing by learning and global citizenship.

The education provider aims to impart these values to its students through its various CSR (Corporate Social Responsibility) initiatives that also emphasize the responsibilities they need to embrace to become active members of the community. The sheer diversity of nationalities in GEMS International Schools provides students with a unique international understanding through interaction and by studying and experiencing other cultures and belief systems. This global cross-cultural experience is extended further through a special initiative where GEMS students are linked, via videoconferences, to students in non-GEMS schools around the globe.

GEMS has taken the initiative to form unique strategic partnerships with several internationally-acclaimed organizations to promote its mission of providing high-quality education to students across the world. These include UNESCO, the Clinton Global Initiative, the World Economic Forum, Microsoft and the University of Cambridge International Examinations.

GEMS Core Values

GEMS, Global Educational Management Systems, manages a growing network of quality international schools, providing high standards of education to children from around the world. High service standards and strong quality assurance programs are the hallmarks of GEMS systems. With decades of experience, GEMS has the expertise to provide a variety of curriculum including the National Curriculum for England.

GEMS has the desire, passion, and capability to unlock the potential of students. Four core principles form the foundation of GEMS educational programs, designed to guide students to reach their full all-round potential.



Growing By Learning - Strive to develop your potential

- Along with our students, we never stop learning.
- Every and one of us has a leadership capacity.

Pursuing Excellence - Work to continually exceed expectations

- Just as we set educational standards for our schools, we take care that everything we do is delivered to a high standard.
- We go the extra mile for our students and our colleagues.

Leading through Innovation - Find the courage to challenge convention.

- We dare to dream of the possibilities
- No idea is too small or too large if it makes things better for our learners and our people.

Global Citizenship - Making an active contribution to your local and global community.

- We respect and celebrate our diversity and recognize that many things unite us all. We make a difference in our local communities so that we have a sustainable planet to share. We build bridges of

knowledge, push boundaries, and unite young people. We aim to produce not just great students, but great people who live with honesty, confidence, and integrity.

Why Choose To Extend Your Education Beyond IGCSE

- ✓ UAE 2021- National Agenda, First Rate Education System's requirement is to complete minimum 12 years of education.
- ✓ The desire to continue and transition to Higher Education,
- ✓ Improving qualifications already obtained,
- ✓ Gaining a wider range of experiences prior to committing yourself to a job or full time course of vocational study.

Features of TWS Post 16

- ✓ Academics: Focused on building independent learners and academic excellence; such as research and reading strategies, managing information, project planning and time management.
- ✓ Quality teaching and results
- ✓ 21st Century Skills : Enhancing the key skills needed for a rapidly changing global economy such as Communication, Collaboration, Innovation and Digital Technology.
- ✓ Global Futures Curriculum: In partnership with Singularity University, this course offers the opportunity to study exponential technologies with the view to long term ecological sustainability.
- ✓ Post 16 provide students with the skills and knowledge to navigate into their futures with increased confidence and innovation.
- ✓ Internships: Developing career aspirations through work placements.
- ✓ Community projects: Designed to develop Team Leadership and Project Management.
- ✓ Enterprise: Offering a platform for young Entrepreneurs.
- ✓ Individualised Coaching: Bespoke preparation for University from finding appropriate matches to application and interview.
- ✓ Excellent links with Higher Education establishments around the World. The school has an annual careers fair that gives students and universities the opportunity to meet and speak about future academic and career plans.
- ✓ A refreshed, robust and extremely successful Student Leadership programme

Expectations of Post 16 students at TWS Dubai

- ✓ The Westminster School, Dubai gives you an opportunity to choose the subjects that you want to study; whether as a preparation for further education or to gain the qualifications that you need in order to embark on the employment of your choice.
- ✓ It also gives you time to investigate more individual methods of study both in school and out of school, as you will be studying fewer subjects in Post 16. Your timetable will include Community Service time.
- ✓ The challenges it brings to you are equally as satisfying as it provides an opportunity to explore your own interests within subject areas as well as meeting the requirements of public examinations. It is expected that for each hour of instruction in class time you devote another hour out of class time to reviewing the subject matter.
- ✓ You are required to show a mature attitude to your studies and the extra opportunities open to you. Getting involved will ensure that you leave the school with the skills you need to be successful in your future
- ✓ You will be allocated a Form Tutor who will help in guiding you through your time with us. Their work is coordinated by the Head of Key Stage 5. Form Tutors work with you in a variety of ways and act as a pivotal contact for you in school, such as registration, community based activities and a guiding hand in applications and other formal processes. Ultimately, the motivation and drive to excel and succeed must come from within.
- ✓ Post 16 students play an important part in the life of the school and through your presence, and more obviously, by participating in positions of leadership; organizing clubs and societies for younger members of the school, you are expected to lead by example.
- ✓ You are required to adhere to the Post 16 dress code and respect the need for rules and responsibilities. Doing so will ensure that the Post 16 community maintain the high status that it has set within and outside of the school.
- ✓ The POST 16 community is about achieving – both in personal and social development in addition to academic success. Teaching is even more of a partnership between students and staff. Community Service is a compulsory part of the programme and is a very important aspect of school life. A minimum of 20 hours of community service within and outside school will entitle a student for a certification from school.
- ✓ Attendance and punctuality are taken very seriously. **96%** school attendance is mandatory. While you study within the POST 16 community your teachers and the school leaders would be observing

your academic progress, initiatives, attitude and the relationships that you develop with staff and peers.

- ✓ We are often asked for references and recommendation letters for onward study or employment and will be asked to comment on all of the above including attendance and punctuality. We therefore urge you to attend the school regularly and be on time for the school day and all lessons.
- ✓ The Post 16 community is all about achieving in personal and social development in addition to academic success. Teaching is even more of a partnership between students and staff. Community Service is a compulsory part of the programme and is a very important aspect of school life.
- ✓ Attendance and punctuality are taken very seriously at TWS and relate directly to additional benefits; such as excursions, references and leadership opportunities.
- ✓ Whilst you study within the Post 16 community your teachers and the Post 16 team will know you better by observing your progress, attitude and the relationships that you develop with staff and peers.
- ✓ We are often asked for references for onward study or employment and will be asked to comment on all of the above including attendance and punctuality. We therefore expect you to attend regularly and be on time for the school day and all lessons.

TWS Post 16 Community Service

The TWS Community Service Programme is a dynamic pastoral programme that is an integral part of the Post 16 curriculum. Every Post 16 student develops personal skills and attributes through the completion of a variety of Community Service activities across the Lower, Middle and Senior schools as well as outside of school. This valuable addition to the Post 16 curriculum is monitored and certificated by the school. Exactly what is selected will depend upon the AS level choices, personal interests and what lends itself best to a particular career pathway. Students are left to make their own decisions about their area of focus. Some examples of the work students have completed in the past include;

- ✓ Post 16 students assisting in foundation stage, middle school and senior school classes
- ✓ Initiating and running after school stay backs with the support of staff
- ✓ Planning school events and organizing fund raising events
- ✓ Supporting the SEND department with students in classes and around the school
- ✓ Developing the student careers support programme alongside the Careers Advisor

The Community Service Programme has developed greatly since its inception, particularly in the area of activities offered and the way it is successfully led with the assistance of the students. As the program is run for students by students it offers many opportunities for all those wanting to take an active leadership role within the school. Its success is also due to the cooperation and feedback from the students and staff who are regularly surveyed for their feedback and ideas on how it can be improved.

Pathways: A preparatory exercise for students

Higher Education choices are discussed from an early point in Year 11 and 12. This is done to establish the importance of AS level subject choices.

TWS has strong links with Universities in a number of countries. Guests from visiting universities are invited to school to give presentations on a variety of aspects of university life such as how to apply and life on campus. The destination of all students is important and so our programme of support for students is strong and targeted at preparation for both University and the work-place. The school continues to develop students' ability to be prepared for Higher Education in many different ways, including;

Experts in both Careers and Higher Education brief students on the range of opportunities available to them and the process of application.

- ✓ All students receive an interview with a member of the Post 16 team which helps inform decision making.
- ✓ Representatives of various jobs and companies in the local community are invited in to deliver seminars outlining the demands and requirements of their area of work.
- ✓ Visits to local Higher Education fairs stimulate ideas and test out options.
- ✓ Students are trained in writing CVs, application forms and in interview skills.
- ✓ Mock interviews are carried out for work and university applicants.
- ✓ An experienced and dedicated team oversees the applications of all students and writes positive, detailed references.

Higher Education Application Support

The Careers Counsellor provides support to all Senior students collaboratively with Head of Key Stage 5 and Form Tutors, irrespective of which country they are applying to study. The Universities and Colleges Admissions Service (UCAS) is a central organisation that processes applications for the majority of courses in the UK. Their website www.ucas.com provides detailed information about courses and institutions in the UK. There is a parent section www.ucas.com/parents where parents can become more familiar with the application process and can sign up for bulletins from UCAS, which provide news and information, as well as important deadlines.

A dedicated Careers Counsellor with all applications processes supports students. Students are encouraged to begin the application process early, with the first stage being to choose a subject area/specific course to study. The course search section of the UCAS website will help to narrow the options and help to make your decision. UCAS applications are carried out online and candidates are required to pay a fee. Students are supported and guided through this application procedure in school but are encouraged to carry out their own personal research with their parents in order to make informed decisions.

Skills Development Programme

Skills Enrichment Program (SEP)

Get ready to make a smooth transition from campus to corporate world. Sharpen & widen your skills with Skills Enrichment Program (SEP) with hands-on experience on various employability and professional skills. The program shall feature topics like Email & Telephone Etiquette, Interviewing Skills, Communication Skills, Use of Social Media Network (LinkedIn, Twitter) & Study Skills. SEP is an overall skills development program which will polish students to face the real competitive world with readiness, ease and confidence.

3D Printing

3D printing and modelling offer a rich way to enhance and reinforce Science, Technology, Engineering, Art, Mathematics, and Design Skills which are already being taught in the classroom. Students will engage themselves with a hands-on approach and can learn to create using 3D printing through project-based learning and experimentation in the different subjects. We encourage students to acquire the problem-solving skills and confidence that will convince them to keep trying until their designs succeed.

Trinity Stage Production - Drama

Here is a golden opportunity for your son/daughter to secure a most valuable Grade Certificate from Trinity College, London, in Speech & Drama at a very small cost. The Trinity Grade has envisaged either a Gr 5 or 6. A Certificate from Trinity College, London always enhances the portfolio of the student for higher education.

Art

If you are creative and imaginative, art could be just what you are looking for to express yourself. Alongside a range of practical arts skills, students should also have good observational, analytical and research skills, including the ability to solve problems creatively and work well both independently and in groups. Students will engage themselves with a hands-on approach to create fashion based accessories. So get ready creating design solutions that have a high visual impact.

TED ED Club

Welcome to world, where ideas, creativity and talents are enhanced and celebrated – The TED Ed CLUB! The TED Ed Club programme supports students in discovering, exploring and presenting their big ideas in the form of short, TED-style talks. It is a platform to spark curiosity and support students to discover their passions, enhance presentation, literacy and public speaking skills.

In TED-Ed Club meetings, Club Members:

- ✓ Critically think about and discuss ideas presented by each other and in ted talks and TED Ed lessons.

- ✓ Develop and present ideas in the form of ted-style talks.
- ✓ Connect with other clubs around the world.
- ✓ Take action inspired by ideas worth spreading.
- ✓ Join a global movement committed to spreading youth ideas.

Global Futures Curriculum

The Global Futures Curriculum (GFC) provides students with the insight, conceptual framework and tools to understand, and succeed in, a rapidly changing society. More specifically, it provides students with Deep intellectual insight into a range of exponential technologies (e.g. Artificial Intelligence, Digital Biology, Robotics, etc.) Conceptual frameworks for discussing both the positive and potentially negative implications of these technologies, for society as a whole and for them as individuals. GFC Will help students to make more informed career and life decisions in an era of exponential change. An appreciation of the extent to which both technically and non-technically minded students can leverage exponential technologies and thinking in addressing some of society's greatest challenges.

ETON course (paid course) : Research Skills - <https://etonx.com/courses/research-skills/>

Other Opportunities at TWS

Sports

Students who wish to continue their sporting participation have the opportunity of both on-site and off-site activities, in competitive teams and for fitness and recreation. Our school teams compete successfully at the highest level and individual students have represented us in regional events. You will have the option of continuing core PE lessons in your Complementary Studies time.

The post 16 students will have a timetabled session of sport in the week and will be expected to actively participate in this, studies have shown that exercise helps students to feel less stressed and to perform better. The sport session will be flexible to suit a range of different requirements.

Debate, Public Speaking, Model United Nations

TWS has a very strong successful tradition in these arenas and this is something the school wants to build upon further. Students with a talent for writing or speaking have no shortage of opportunities for the development and practice of their skills. Post 16 students will play a pivotal role in assisting in the production of the school newsletter and yearbook, as well as the organisation of major school events.

Post 16 Student Council and Leadership Body opportunities

Involvement in this committee gives students an opportunity to discuss issues that are of concern to them and play a role in helping positive change to take place. The committee meets regularly, planning upcoming social events and other extra-curricular activities. The Post 16 Student Council work as a team; helping to shape the future of their growing community.

There are significant opportunities for students to develop their leadership capacity and capabilities. At TWS there are a number of leadership roles that students can engage with and are encouraged, as a senior student in the school, to lead by example by role modelling excellent behaviour and attitudes.

Form Tutor Support and Guidance

The Form Tutor is the focal point for resolving any anxieties or concerns on the part of students, parents or teachers. They see all students once a day for a morning registration and form time; which enables close monitoring of attendance and a strong supportive relationship to develop. Form Tutors also meet with all students regularly through the year for personal progress reviews in which the focus is on academic performance and determining helpful targets and strategies for improvement.

Year 13 and Private Study

Some students may have a slightly reduced timetable in Year 13 due to the number of subjects they have selected in their final year of study. Students are encouraged to use this time to maintain some balance in their lives beyond the school, not only to complete the work set but also to extend themselves through reading, review and revision. It is vital for Post 16 students to appreciate the demands of A Level courses before they begin and to learn to manage time effectively. In order to achieve this we provide a structure at first as students learn essential skills, and then gradually give students the responsibility for their own time, until they have the independence and maturity to cope with the total freedom of University. Year 13 students will also be accessing the community service programme during this time.



Sixth Form 2021-22

ADMISSION PROCEDURE-YR12

Sept - June
2020-21

- Focus and work hard to secure **A*/A / higher B**
- Maintain **Very Good Attendance**
- Take **CAT4 Assessment** (attach CAT4 results along with Year 12 Online Application)
- No **behavior issues at all times**
- Individual **Teacher evaluation** of attitude and behavior will be considered for sixth form admission

Sept - June
2020-21

- **Good Uniform record and Good Punctuality record** is mandatory
- Attend Year 11 Assembly on the entry policy for sixthform
- Create an E portfolio and build on your profile
- E portfolio should contain CV / **Community service / achievements / leadership roles** / external achievements/ passion/ family / careers / personal skills / strengths / areas of development.

Jan - Feb
2021

- AS level orientation for students on the entry requirement will be conducted in January 2021.
- AS level orientation for Parents on the entry requirement will be held in January 2021.
- Fill in the application form and submit by **10th February 2021** (Note: Incomplete application will be **rejected**)

Feb - Jun
2021

- Attend AS Interview, dates will be intimated by Form Tutor
- Students should be able to explain their **CAT4 results** to the interviewer.
- The successful candidates will receive a conditional offer letter by **29th March 2021**.
- Students who did not fulfil the minimum requirement will receive a letter to apply to other schools. Those students will be placed on the waiting list.

August
2021

- In August once results are declared, Students scored **A* - B** will receive express entry mail with online fee payment link.
- Other students may send an email or visit school 5days following the release of their results.
- Students with **C grade** and below are not eligible for admission.
- Once your admission is confirmed by the Head of Key Stage 5, proceed to the registrar office for promotion followed by fee payment.

Aug - Sept
2021

- Subjects chosen at the time of admission will remain unchanged.
- Students choosing new subjects like CAIE Psychology requires **A*-B in ESL**.
- Students choosing new subjects like CAIE Travel and tourism, AQA Geography, CAIE Global perspectives requires a **minimum B grade** in ESL.
- Students choosing AQA Business for the first time, need to take an **entrance exam on 25th August at 9 am** based on IGCSE Business. The passing score is 60%.

I have read carefully and understood the above listed criteria for AS level admission 2021-22

Name and Signature from Year 11.....



A Level 2021-22

ADMISSION PROCEDURE-YR13

Sept - June
2020 - 21

- Focus and work hard to secure **A / B**
- Maintain **Very Good Attendance**
- **No behaviour issues** at all times

Sep - June
2020 - 21

- **Good record of attendance, punctuality and uniform.**
- Individual **Teacher evaluation** of attitude and behaviour will be considered for sixth form admission.
- A level **intention survey** to be filled by 18th January 2021.

Jan - Feb
2021

- A level registration form to be submitted by **10th February 2021**. Students who did not submit the registration form, **are not eligible** for admission irrespective of the reason or secured grades.
- **Re-enrollment letter** will be sent to students who have met the minimum requirement by **10th April 2021**.

Aug - Sept
2021

- Subjects chosen at AS level will remain **unchanged**. Students are allowed to drop a subject, but they **are not allowed to take a new subject in A level**
- In August - After results are declared, **log on to the parent portal to know the admission status.**

Aug - Sept
2021

- Students who have **scored higher C** will be in the waiting list, if selected, will be given a conditional admission on the agreement to appear **for re-exam in Oct / Nov to improve their grade.**
- Once admission is confirmed **proceed to accounts for fee payment.**

Once you successfully complete this procedure.
You are welcome to A Level 2021 - 2022

Year 12 Option 2021-22

Groups	Option 1	Option 2	Option 3	Option 4
Group 1	Physics	Chemistry (Pearson Edexcel)	Mathematics (Pearson Edexcel)	Computer Science Information Technology
Group 2	Physics	Chemistry (Pearson Edexcel)	Mathematics (Pearson Edexcel)	Biology
Group 3	Physics Psychology	Chemistry (Pearson Edexcel)	Mathematics (Pearson Edexcel)	Comp Science Information Technology Biology English AQA Geography
Group 4	Accounting (Pearson Edexcel) Psychology	Economics	Mathematics (Pearson Edexcel) AQA Business	Computer Science Information Technology Biology English AQA Geography
Group 5	Global Perspectives(*) Psychology	Travel & Tourism (*)	AQA Business	Computer Science Information Technology English AQA Geography

*** The subject is not listed in the UAE Ministry of Education approved list of subjects and will not receive MOE Equivalency**

Year 13 Option 2021-22

Groups	Subject 1	Subject 2	Subject 3	Subject 4
Group 1	Physics	Chemistry AQA Business	Mathematics	Biology Information Technology Computer Science
Group 2	Physics Economics Travel and tourism(*)	Chemistry Accounting Psychology	Mathematics English CAIE Business	Biology Information Technology Computer Science
Group 3	Physics Economics Travel and tourism(*)	Chemistry Accounting Psychology	Mathematics English CAIE Business	Biology Information Technology Computer Science

*** The subject is not listed in the UAE Ministry of Education approved list of subjects and will not receive MOE Equivalency**

The Post 16 Curriculum

Students are required to select four AS levels in Year 12 and may drop one for Year 13, if they wish to. Full guidance will be given to students that need help in choosing their subjects. External examinations in most subjects will take place during May/June of Year 12 and Year 13. It is important to remember that all examination entries are payable by parents.

To be compliant to the Ministry of Education requirements, it is mandatory for all students to complete Arabic studies in Year 12, this applies to both Arab and Non-Arab students.

Selecting the right course of study

- ✓ Before you consider which subjects to select, research a range of university and career options so that the subjects you select satisfy the entry requirements
- ✓ You are advised to use our new online Career product called: Unifrog to assist you with subject selection as well as university and career options. This tool will support students to explore many different career opportunities.
- ✓ Think about which subjects are prerequisites for further study or your career path Ensure that you have the correct number and combination of AS, A level subjects to satisfy any university or career requirements prior to application
- ✓ Think about which subjects you enjoy now but also consider new subjects you have not experienced before but which sound interesting
- ✓ Prioritise your subjects in order of interest and value to you. Decide how you are going to organise your subjects across the two years.

Subject Related Information

AS and A Level Biology

Examination Board: Cambridge Assessment International Education AS and A level 9700

Entry requirements: A*- Higher B in IGCSE Biology

What are the aims of the course?

The specific aim of the course is to develop a critical and analytical approach to examining and evaluating biology and develop skills of interpretation, data collection, qualitative and quantitative analysis of practical concepts.

How is it assessed?

Students sit for an external examination set by Cambridge Assessment International Examination Board(CAIE) . The examination consist of three papers- Paper 1, Paper 2 and Paper 3. Students may opt to continue onto A Level Biology in which case they have to sit for paper 4 and paper 5. Details of the examination are given below.

Candidates may not enter for single papers either on the first occasion or for re-sit purposes. Candidates may only enter for the papers in the combinations indicated above.

Paper	Types of paper	Duration	Marks	AS Level	A Level
1	Multiple choice	1 hour	40	31%	15%
2	As structured questions	1 hr 15 mins	60	46%	23%
3	Advanced practicals	2 hours	40	23%	12%
4	A2 structured questions	2 hours	100		38%
5	Planning, analysis and evaluation	1 hour 15mins	30		12%

Career and University Pathways:

AS and A level Biology provide base for students who are planning for Medicine. They can also go for advanced studies in applied sciences like biotechnology, genetics or microbiology. They can seek future after these courses in medical institutes, hospitals or research centers.

AS and A level Chemistry

Examination Board: Pearson Edexcel - IAL

Entry requirements: A*- Higher B in Cambridge IGCSE Chemistry course

What are the aims of the course?

The aims of the International Advanced Level in Chemistry enable students to develop:

- ✓ an interest in, and enthusiasm, for chemistry including developing an interest in further study and careers in chemistry
- ✓ an appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
- ✓ a deeper understanding of the skills, knowledge and understanding of How Science Works
- ✓ essential knowledge and understanding of different areas of the subject and how they relate to each other..

How is it assessed?

The examination consists of three papers (Unit 1, Unit 2, Unit 3B) the details of which can be found in the table below. Candidates may opt to continue onto A Level Chemistry in which case they sit another 3 papers, (Unit 4, Unit 5, Unit 6B).

Units		Assessment	Marks
Unit 1 : WCH11/01	IAS	Examination length: 1 hour and 30 minutes. Examination paper in two sections. Section A objective test section. Section B contains a mixture of short-answer and extended answer questions. Quality of written communication will be assessed in Section B.	80
Unit 2: WCH12/01	IAS	Examination length: 1 hour and 30 minutes. Examination paper in three sections. Section A objective test section, Section B contains a mixture of short-answer and extended questions. Section C will contain questions on contemporary contexts. Quality of written communication will be assessed in either Section B or C. Questions on the analysis and evaluation of practical work will also be included in either Section B or C.	80

Unit 3: WCH13/01	IAS	Examination length: 1 hour and 20 minutes. Examination paper contains one section. Contains practical assessments that cover the content of Units 1 and 2. There is no specific content for this unit. Quality of written communication will be assessed in this examination	50
Unit4: WCH14/01	IA2	Examination length: 1 hour and 45 minutes. Examination paper in three sections. Section A objective test Section B contains a mixture of short-answer and extended answer questions. Section C will contain data questions and will require the use of a data booklet. Quality of written communication will be assessed in this examination in either Section B or C.	90
Unit 5: WCH15/01	IA2	Examination length: 1 hour and 45 minutes. Examination paper in three sections. Section A objective test section. Section B contains a mixture of short- answer and extended answer questions. Section C will contain questions on contemporary contexts. Quality of written communication will be assessed in this examination in either Section B or C	90
Unit 6: WCH16/01	IA2	Examination length: 1 hour and 20 minutes. Examination paper contains one section. Quality of written communication will be assessed in this examination. Contains practical assessments that cover the content of Units 4 and 5. There is no specific content for this unit.	50

Different careers related to chemistry:

Food Scientist* Chemist* Hazardous Waste Management Technologist / Chemical Engineering Technologist* Pharmaceutical chemist Textile chemist Biochemistry Technologist Teacher / Professor* ,Pharmacist* Chemical Analyst Water Purification Chemist	Medical Researcher Scientific Consultant / Consultant* Petroleum Engineering Technologist Doctor* Pollution Control Technologist Plastics Processing Manager Combined Laboratory and X-Ray Technologist Geochemist, Forensic Laboratory Analyst Petroleum Industry
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AS and A Level Mathematics

Examination Board: Pearson Edexcel AS level 8371 and A level 9371

Entry requirements: A* - Higher B in Mathematics

What are the aims of the course?

Students hoping to embark on Advanced Subsidiary and Advanced GCE study in Mathematics are expected to have attained a minimum of grade A* - B at IGCSE Mathematics.

How is it assessed?

Course Structure: Detailed syllabus break up is available on Edexcel site.

AS Mathematics: Two Pure Mathematics units + one Applications unit

Advanced Mathematics: Further two Pure Mathematics units + one further Applications unit.

The Applications units will be Statistics in AS level and Mechanics in A level in order to equip students with a broad mathematical skill base for higher education.

UNIT 1: AS - Pure Mathematics 1 ; WMA11/01

UNIT 2: AS - Pure Mathematics 2 ; WMA12/01

UNIT 3: AS - Statistics 1 ; WST01/01

UNIT 4: A2 - Pure Mathematics 3 ; WMA13/01

UNIT 5: A2 - Pure Mathematics 4 ; WMA14/01

UNIT 6: A2 – Mechanics 1 ; WME01/01

All units are equally weighted and are assessed by one written examination paper of 75 marks of 1 hour 30 minutes. In AS Level, only Statistics 1 will be provided in school as an application paper. In A Level, only Mechanics 1 will be provided in school as an application paper.

Career and University Pathways:

Apart from leading to Mathematics as a subject in its own right at degree level, which is much in demand by employers, Advanced GCE Mathematics is required by degree subjects as diverse as architecture and medicine. By including Applications units of Mechanics, Decision and Statistics the course is able to provide a knowledge base of mathematical concepts and techniques for pupils wishing to read an engineering discipline, or those going on to some form of business, management or research based course respectively. Even if it is not used formally at higher education, the analytical and logical thinking processes and independent learning skills that will have been developed will be of great benefit in this informational and technologically fast-paced world.

AS and A level Physics

Examination Board: CAIE AS and A Level Physics 9702

Entry requirements: A*- Higher B in Cambridge IGCSE Physics course

What are the aims of the course?

- ✓ Provide, through well-designed studies of experimental and practical science, a worthwhile educational experience for all students.
- ✓ Become confident citizens in a technological world and be able to take or develop an informed interest in scientific matters.
- ✓ Recognize the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life.
- ✓ Be suitably prepared for studies beyond Cambridge International A Level in Physics, in Engineering or in Physics-dependent vocational courses.
- ✓ Develop scientific attitudes and stimulate interest in, and care for, the environment in relation to the environmental impact of Physics and its applications.
- ✓ Promote an awareness that the study and practice of Physics are co-operative and cumulative activities, and are subject to social, economic, technological, ethical and cultural influences and limitations
- ✓ To be aware of the implications of Physics which may be both beneficial and detrimental to the individual, the community and the environment.
- ✓ The importance of the use of IT for communication, as an aid to experiments and as a tool for the interpretation of experimental and theoretical results.
- ✓ Stimulate students and create a sustained interest in Physics so that the study of the subject is enjoyable and satisfying.

How is it assessed?

The table below gives a general idea of the allocation of marks to the assessment objectives, though the balance on each paper may vary slightly.

Paper	Type of Paper	Duration	Marks	Weighting	
				AS level	A level
1	Multiple Choice	1 hour 15min	40	31%	15.5%
2	AS Structured Questions	1 hour 15min	60	46%	23%
3	Advanced Practical Skills1/2	2 hours	40	23%	11.5%
4	A2 Structured Questions	2 hours	100		38.5%
5	Planning, Analysis and Evaluation	1 hour 15 min	30		11.5%

Assessment

Candidates for Advanced Subsidiary (AS) certification take Papers 1, 2 and 3 (either Advanced Practical

Skills 1 or Advanced Practical Skills 2) in a single examination series.

Candidates who, having received AS certification, wish to continue their studies to the full Advanced Level qualification may carry their AS marks forward and take Papers 4 and 5 in the examination series in which they require certification. Candidates taking the full Advanced Level qualification at the end of the course take all five papers in a single examination series. Candidates may only enter for the papers in the combinations indicated above. Candidates may not enter for single papers either on the first occasion or for re exam purposes. Detailed syllabus break up is available on CIE site.

Career and University Pathways:

A pass in Physics is essential for many careers including those in science, engineering and the medical field, but do not forget that Physics is a highly regarded A level whatever your future choice of career. Physics graduates are highly valued for their problem solving and numeracy. Some example of other careers open to you include architecture, merchant banking, oceanography, photography, cartography, science broadcasting or journalism, computer-aided design, quantity surveying, graphic art and technical jobs in media.

TWS, SIXTHFORM

AS and A Level English Language

Examination Board: Cambridge International AS and A Level English 9093

Entry requirements: A*- Higher B in Cambridge IGCSE First Language English course

What are the aims of the course?

The specific aim of the course is to help English Language students gain lifelong skills including the ability to write clearly, accurately, creatively and persuasively, the ability to use appropriate styles and registers for different contexts, to analyze a variety of complex texts in a variety of forms and styles and to develop an understanding of language use to inform and persuade.

How is it assessed?

Students sit an external examination set by the Cambridge International Examinations Board (CIE). The examination consists of two papers (Paper 1 and 2) the details of which can be found in the table below. Candidates may opt to continue onto A Level English Language in which case they sit another two papers (Paper 3 and Paper 4)

Detailed syllabus break up is available on CIE site.

Paper 1	Paper 2
2 hours 15 minutes	2 hours
The paper contains three questions. Candidates answer two questions: Question 1, and either Question 2 or Question 3. Each question is in two parts: Commentary on use of language in the passage(s) Directed writing task based on the passage(s) 50% of the total marks	Candidates answer two questions: one question from Section A and one question from Section B. Section A contains Imaginative Writing Section B contains Writing for an Audience (discursive/argumentative) There are 50 marks for this paper 50% of the total marks

Paper 3	Paper 4
2 hours 15 minutes	2 hours 15 minutes
<p>The paper contains two questions. Candidates must answer both questions.</p> <p>Question 1 is in two parts</p> <p>(a) Directed writing task relating to the text, involving writing 120–150 words in a specific form and for a specified purpose/audience.</p> <p>(b) Comparison of the style and language of the candidate is writing in (a) with that of the original text.</p> <p>Question 2 is based on two longer texts (300–400 words each). The texts will have some thematic connection, but will be from different types of source/form. Candidates are required to compare style and language of the texts.</p>	<p>The paper contains three questions, each on a separate topic area. Candidates answer any two questions. Questions carry equal marks.</p> <p>The topic areas for examination in 2020 are:</p> <p>Topic A: Spoken language and social groups</p> <p>Topic B: English as a global language</p> <p>Topic C: Language acquisition by children and teenagers</p> <p>There are 50 marks for this paper</p>
50% of the total marks	50% of the total marks

Career and University Pathways:

The skills you develop through the study of AS Level English Language (general analysis, communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively and time-management) are applicable to a wide variety of professional areas like Finance, Food and Drink Industry, Law, Sales and Marketing, Transport, Tourism and Leisure and The Civil Services. Some areas, which have traditionally attracted AS English Language graduates, include professions involving linguistic expertise: Writing, Speech Therapy, Media, Journalism, Public Relations, Publishing and Lexicography.

AS Level Information Technology

Examination Board: Cambridge Assessment International Educational AS and A Level IT (9626)

Entry requirements: A*- Higher B in Cambridge IGCSE ICT course

What are the aims of the course?

The specific aim of the course is the study of almost *anything* to do with computer technology! That is right, but how about some concrete examples?

Fortunately, there are many, many sub-areas within the broader discipline of IT and new areas are continuously being created as the discipline advances.

How is it assessed?

Students sit an external examination set by the Cambridge International Examinations Board (CIE). The examination consists of two papers (Paper 1 and 2) the details of which can be found in the table below. Candidates may opt to continue onto A Level IT in which case they sit another two papers (Paper 3 / Paper 4)

Paper 1 (Theory)	Paper 2 (Practical)
1 hours 45 minutes	2 hours 30 minutes
The paper contains three scenarios. Candidates assess them and accordingly answer the questions based on each situation. All questions compulsory: mostly multiple choice or short answer questions, but some requiring longer responses	Candidates are expected to perform several tasks related to documentation, data manipulation and data analysis. Practical test assessing knowledge, skills and understanding of the curriculum content
(Marks - 80) 100 marks weighted at 50% of total	(Marks - 120) 100 marks weighted at 50% of total

Paper 3 (Theory)	Paper 4 (Practical)
1 hours 45 minutes	2 hours 30 minutes
The paper contains three scenarios. Candidates assess them and accordingly answer the questions based on each situation. All questions compulsory: mostly multiple choice or short answer questions, but also some requiring longer responses.	Candidates are expected to perform several tasks related to documentation, data manipulation and data analysis. Practical test assessing knowledge, skills and understanding of the curriculum content.
(Marks - 80) 100 marks weighted at 50% of total	(Marks – 120) 100 marks weighted at 50% of total

Career and University Pathways:

The skills you develop through the study of AS Level IT enables a choice of career in the bellow mentioned fields :

<ul style="list-style-type: none"> Data Structures Compilers Telecommunication Information Systems Artificial Intelligence Human-Computer Interaction Natural Language Processing Image Processing Computer Aided Engineering Computer Networks 	<ul style="list-style-type: none"> Programming Languages Operating Systems Databases Networking Distributed Computing Software Engineering Game Development Mobile Computing Parallel Programming Computer Graphics
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AS and A Level Psychology

Examination Board: Cambridge Assessment International Education AS and A level 9990

Entry requirements: A*/A/ Higher B in a science subject with a high level biology content or A*/A/Higher B in GCSE FLE

What are the aims of the course?

The aims of the Advanced Subsidiary and Advanced Level syllabuses are,

- ✓ To provide an introduction to psychological concepts, theories, research findings and applications
- ✓ To create an understanding of the range and limitations of psychological theory and practice
- ✓ To encourage candidates to explore and understand the relationship between psychological findings and everyday life
- ✓ To develop skills of analysis, interpretation, application and evaluation
- ✓ To promote an appreciation and understanding of individual, social and cultural diversity

Assessment structure	Marks	Weighting %	
		AS	A
Paper 1 Approaches, issues and debates 1 hour 30mins Candidates answer all questions. Short answer questions and an essay question, based on core studies. Candidates answer each question in the spaces provided on the question paper.	60	50	25
Paper 2 Research methods 1 hour 30 mins Candidates answer all questions. Section A: Short answer questions, some based on the core studies (22 marks). Section B: Scenario-based questions (24 marks). Section C: A design-based question divided into two parts (14 marks). Candidates answer each question in the spaces provided on the question paper.	60	50	25
Paper 3 Specialist Option 1 hour 30 mins Candidates answer two questions from two specialist options. Question 1: The question is divided into three parts Question 2: Structured essay-based question divided into two parts	60	--	25

<p>Paper 4 Specialist options: application 1 hour 30 mins</p> <p>Candidates answer questions from two specialist options.</p> <p>Section A: Candidates answer two questions from a choice of four questions is based on stimulus material and is divided into four parts.</p> <p>Section B: Candidates answer one design-based question from a choice of four. Each question is divided into two parts.</p> <p>Section C: Candidates answer one essay question from a choice of four.</p>	60	--	25
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- ✓ To develop an understanding of ethical issues in psychology, including the moral and ethical implications of psychological research
- ✓ To explore and understand the relationship between psychological findings and social, cultural and contemporary issues
- ✓ To study psychological principles, perspectives and applications

How is it assessed?

For the Advanced Subsidiary qualification: Candidates take Papers 1 and 2. Both papers must be taken at the same exam series. For the Advanced Level qualification: Candidates take Papers 1, 2, 3 and 4. Papers 1 and 2 must be taken at the same exam series, but Papers 3 and 4 may be taken at a later exam series.

Career and University Pathways:

An A-Level in Psychology can form the springboard to further study of Psychology at degree level, as well as a wide range of other courses – Law, Management, Forensic Science, or any other professions in the service sector. Not only can Psychology be directly useful in your future study and work, but also in giving insight in your everyday life. Psychology also opens up opportunities to train as a chartered psychologist, for example as a clinical, criminological or counselling psychologist.

AS and A Level Accounting

Examination Board: Pearson Edexcel International Advanced Subsidiary in Accounting (XAC11) Pearson Edexcel International Advanced Level in Accounting (YAC11) First teaching September 2015 First examination from June 2016 First certification from August 2016 (International Advanced Subsidiary) and August 2017 (International Advanced Level)

Entry requirements: A*- Higher B in Cambridge IGCSE Accounting

What are the aims of the course?

The syllabus is intended to encourage courses that will enable candidates to:

- ✓ Develop an ability to apply accounting concepts, principles and practices and understand the role of accounting as an information system for monitoring, problem-solving and decision making and the place of accounting in changing economic, social and technological environments
- ✓ Develop a critical and analytical approach to examining and evaluating accounting policies and practices
- ✓ Develop skills of communication, analysis, interpretation and presentation of both qualitative and quantitative accounting information.

How is it assessed?

Take only Papers 1 and 2 only (for the Cambridge International AS Level qualification) OR Follow a staged assessment route by taking Papers 1 and 2 (for the Cambridge International AS Level qualification) in one series, then Paper 3 (for the Cambridge International A Level qualification) in a later series.

IAS Unit 1: The Accounting System and Costing	*Unit code: WAC11/01	
Externally assessed Written examination: 3 hours Availability: January, June and October First assessment: June 2016 200 marks	100% of the total IAS	50% of the total IAL

IA2 Unit 2: Corporate and Management Accounting	*Unit code: WAC12/01	
Externally assessed Written examination: 3 hours Availability: January, June and October First assessment: June 2017 200 marks	100% of the total IA2	50% of the total IAL

Career and University Pathways:

A level Accounting provides a sound base for students who seek career in Accounting such as BBA, MBA. Success in this subject can also lead to further studies in accounting such as management Accounting, Financial Accounting, Chartered Accountancy, Financial Analyst, Cost Accountant and other Business related Projects. Many students also choose careers in banking, management, insurance or industry. Other accounting careers for you include internal auditing, tax preparation and planning or management accounting. The world of finance attracts many top graduates. Household names such as J P Morgan, Merrill Lynch, CSFB and Morgan Stanley are Synonymous with exciting assignments.

AS and A Level Business Studies

Examination Board : Cambridge Assessment International Education AS and A level 9609

Entry requirements: A*- Higher B in Business Studies and English

What are the aims of the course?

- Understand and appreciate the nature and scope of business, and the role of business in society.
- Be aware that business behaviour can be studied from the perspective of a range of stakeholders including customer, manager, creditor, owner/shareholder and employee.
- Be aware of the economic, environmental, ethical, governmental, legal, social and technological.
- Develop skills in decision-making and problem solving in the light of evaluation,
- The quantification and management of information, effective communication.

How is it assessed?

- Take the AS components (Papers 1 and 2) at one exam series and, having received the AS qualification, take the additional A2 component (Paper 3) at a later series, leading to the full Advanced Level qualification or
- Take the AS components only (Papers 1 and 2) at one exam series, leading to the Advanced Subsidiary qualification.

Assessment	Weightage	
	AS level	A level
Paper 1 (Based on core topics) 1 hour 15 mins Section A : 4 short answer questions Section B : Essay on Core curriculum (1 from a choice of 3 questions)	20%	10%
Paper 2 (Based on Core topics) 1 hour 30 mins 2 data response questions	60%	50%
Paper 3 Case study: 5 questions + 1 essay (from a choice of 2) 3 hours		

Career and University Pathways:

The qualification allows for a number of progression routes including:

- Higher Education: The advanced awards provide a sound basis for progression to a range of courses in different fields such as Management, Accounting, Marketing, Finance, Operations, Logistics, Human Resource, Banking, Hospitality etc.
- Employment: The specification aims to maintain and support the recognized standards demanded for Business Studies education and training in order to meet the requirements of various business sectors. The employers are in constant search of people who are skilled in Business and there is ample scope for jobs.

AS and A Level Economics

Examination Board: Cambridge Assessment International Education AS and A level 9708

Entry requirements: A*- Higher B in Cambridge IGCSE Economics course

What are the aims of the course?

The Cambridge International AS and A Level Economics syllabus aims the students to:

- Have a sound foundation of economic ideas including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation and the causes and consequences of inflation.
- provide a basis of factual knowledge of economics and encourage the student to develop a facility for self-expression, not only in writing but also in using additional aids, such as statistics and diagrams,
- The habit of reading critically and appreciate the methods of study used by the economist, and how economic data may be analysed, correlated, discussed and presented.

How is it assessed?

Papers 1 and 2 are for AS Level and Paper 3 and 4 are for A Level candidates.

Paper	AS Level	A level
Paper 1 (Core) MCQ	40%	20%
Paper 2 (Core) Essay	30%	15%
Paper 3 (Supplement) MCQ		15%
Paper 4 (Supplement) Essay		10% 25%

Career and University Pathways: There are many types of work in which you can use, and apply the economics you learn. The following areas of work become possible: accountancy, information technology, finance, banking, financial, teaching, journalism and media.

AS Level Global Perspectives

(The subject is not listed in the UAE Ministry of Education approved list of subjects and will not receive MOE Equivalency)

Examination Board: Cambridge Assessment International Education (AS and A level 9239)

Entry requirements: A*- Higher B in Cambridge IGCSE First Language English course

What are the aims of the course?

Develop and apply practical skills in **research methodology, critical thinking, reasoning** and the skills to manage a sustained piece of academic work. Importantly, it seeks to deepen the academic experience.

Developing skills of independent enquiry and research methodology will help learners, both in their current development and in their preparation for higher education, employment and lifelong learn

How is it assessed?

Paper 1, Paper 2 and Paper 3 are for AS Level

Assessment	Marks	Weightage
Component 1 Written Examination 1 hour 30 minutes Written examination consisting of compulsory, structured questions based on sources provided with the examination paper. Candidates analyze and evaluate arguments, interrogate evidence and compare perspectives on global issues listed in the syllabus.	30%	30%
Component 2 Essay Candidates explore different perspectives on issues of global significance arising from their studies during the course and candidates themselves devise write an essay based on their research. The essay title. The essay must be between 1750 and 2000 words and written in continuous prose.	35%	35%
Component 3 Team Project Candidates work in teams to identify a local problem which has global relevance. Individual team members research the issue and suggest solutions to the problem based on their research findings. Teams work together to agree a set of proposed team solutions to the problem. While the focus of the task is on team work, each candidate within a team prepares two pieces of work for individual submission. Presentation Each candidate presents an eight-minute live presentation of their individual research and proposed solutions to the problem. Team presentations are not permitted. (25 marks) Reflective Paper	35%	35%

Each candidate explains these team solutions in an individual 800-word reflective paper. (10 marks)		
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Career and University Pathways:

Cambridge International AS Level Global Perspectives & Research is based on skills rather than on specific content. Learners develop skills in research, critical thinking, reasoning, problem-solving and communication by following an approach to analysing and evaluating arguments and perspectives called the Critical Path. This is an approach to learning designed to enhance skills in carrying out research, the analysis and evaluation of evidence and arguments, holistic reflection and communication. Collaboration skills are enhanced through participation in a team project. Students can go on to work as researchers, research assistants, journalists, editors, writers or in administrative positions.

AS LEVEL TRAVEL & TOURISM

(The subject is not listed in the UAE Ministry of Education approved list of subjects and will not receive MOE Equivalency)

Examination Board: Cambridge Assessment International Education : AS 9395

Entry requirements: A*- Higher B in IGCSE Travel & Tourism, Business Studies and English

What are the aims of the course?

The syllabus aims to enable candidates to develop:

- ✓ An understanding of the importance of the travel and tourism industry:
 - ✓ to host destinations
 - ✓ to communities
 - ✓ to the economy
 - ✓ globally, nationally and locally
 - ✓ An understanding of the positive and negative impacts of travel and tourism and the importance of sustainability
- An appreciation of the importance of the customer in the travel and tourism industry
 - An understanding of how the travel and tourism industry responds to change, including technological advances
 - Their own values and attitudes in relation to travel and tourism industry issues
 - Problem solving, decision making and communication skills.

Candidates for Cambridge International AS Level Travel & Tourism study the following topics:

- ✓ Features of the travel and tourism industry
- ✓ scale of the travel and tourism industry
- ✓ factors affecting tourism
- ✓ structure of the travel and tourism industry
- ✓ Principles of customer service in travel and tourism
- ✓ customers and their needs
- ✓ impacts of quality customer service
- ✓ assessing the quality of customer service in travel and tourism organizations
- ✓ Planning and managing a travel and tourism event
- ✓ working in a team
- ✓ choosing the event
- ✓ producing a business plan for a travel and tourism event
- ✓ preparing for the event

How is it assessed?

For Cambridge International AS & A Level Travel & Tourism, candidates can:

- Take Papers 1 and 2 only leading to the Cambridge International AS Level qualification

Note : Travel and Tourism as a subject will be offered at A level subject to number of student registration in a cohort for the academic year.

Component	Weighting	
	AS Level	A level
Paper 1 The industry 2 hours 30 minutes Candidates answer four questions, each worth 25 marks. Each question is subdivided into four sub questions and may be based on stimulus material. Candidates answer all questions. Externally assessed. 100 marks	67%	33%
Paper 2 Planning and managing a travel and tourism event This is a coursework project, which involves planning and managing a travel and tourism event. Candidates work in a team but present their project individually . Internally assessed, externally moderated. 50 marks	33%	17%

Career and University Pathways:

A career in the travel and tourism industry can provide opportunities in a number of sectors and organizations, such as State Tourism Agencies, Immigration and Customs Services, Airlines, Hotels and Transport Providers. Specific roles include; Tour Operations Assistant and Manager, Travel Agent, Customer Service Agent, Hotel and Resort Manager, Tourism Marketing roles, Strategic Tourism Development and numerous others. The tourism industry is made up of large multinational companies as well as many small to medium sized organizations, which provides an appropriate platform for enterprising individuals wishing to develop and establish their own business within the industry.

Oxford AQA International AS/ A Level Business

Examination Board: Oxford International AQA

Available levels: AS and A level 9625

Entry requirements: A*- B in Cambridge IGCSE Business course

What is Oxford AQA Business?

This relevant, engaging and up-to-date specification will inspire, challenge and motivate students. They will study contemporary developments, including digital technology, business ethics and globalization. They will develop their ability to analyse data, think critically and make informed decisions – all of which are valued by Universities and employers. Wherever possible the use of real-life case studies makes it easier for students to relate and apply the knowledge and skills they have developed during the course.

Aims of the course:

International AS and A-level Business courses based on this specification encourage students to:

- Develop an enthusiasm for studying business and an interest in the business world around them
- Understand and analyze contemporary business issues
- Build the skills required to evaluate business behaviour from a variety of perspectives
- Develop the ability to critically assess a given business context and make supported recommendations about appropriate business actions
- Develop the ability to examine and interpret quantitative and qualitative data relevant to business decision making.

Assessment Objectives:

The exams will measure how students have achieved the following Assessment Objectives.

- AO1: Demonstrate knowledge of terms, concepts, theories, methods, and models to show an understanding of how individuals and organizations are affected by and respond to business issues.
- AO2: Apply knowledge and understanding of various business contexts to show how individuals and organizations are affected by and respond to issues.
- AO3: Analyse issues within the business, showing an understanding of the impact on individuals and organizations of external and internal influences.
- AO4: Evaluate quantitative and qualitative information to make informed judgments and propose evidence-based solutions to business issues.

International AS Business Assessments

The raw marks awarded on each unit will be transferred to a uniform mark scale (UMS) to meet the weighting of the units and to ensure comparability between units sat in different exam series. Students' final grades will be calculated by adding together the uniform marks for all units. The maximum raw and uniform marks are shown in the table below.

Unit	Maximum raw mark	Percentage weighting International A-level (AS)	Maximum uniform mark
Unit 1	80	50	80
Unit 2	80	50	80
International AS qualification	-	100	160
Unit 1	80	20	80
Unit 2	80	20	80
Unit 3	80	30	120
Unit 4	80	30	120
International A-level qualification	-	100	400

Awarding grades and reporting results

The International AS qualification will be graded on a five-point scale: A, B, C, D, and E.

The relationship between uniform marks and grades is shown in the table below.

Grade	Uniform mark range per unit and per qualification					
	Unit 1	Unit 2	International AS Business	Unit 3	Unit 4	International A-level Business
Maximum uniform mark	80	80	160	120	120	400
A*						*See note below
A	64-80	64-80	128-160	96-120	96-120	320-400
B	56-63	56-63	112-127	84-95	84-95	280-319
C	48-55	48-55	96-111	72-83	72-83	240-279
D	40-47	40-47	80-95	60-71	60-71	200-239
E	32-39	32-39	64-79	48-59	48-59	160-199

Oxford AQA International AS/ A Level Geography

Examination Board: Oxford International AQA

Available levels: AS and A level 9625

Entry requirements: A*- B in Cambridge IGCSE Business course

What is AQA Geography?

AQA Geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way.

We take great care to make sure our specifications for your GCSE, AS and A-level Geography students are as exciting and engaging to learn, as they are for you to teach.

- We create all our specifications with help and advice from teachers and subject experts
- We offer a variety of teaching resources to help you plan lesson, teach and assess your students

- We include case studies of recent, real life events to inspire students of all abilities

Why choose AQA for AS Geography?

Our new specification will excite your students' minds, challenge perceptions and stimulate their investigative and analytical skills.

Whilst new units have been added to reflect the world today, you'll see it's retained much of the topics you and your students enjoy.

We want to make the transition to this new qualification as smooth for you as possible, so we've created a number of resources. These include clear and inspiring schemes of work, lesson plans and a toolkit designed to help you with the new fieldwork requirements.

All of this will help you provide your students with the knowledge, skills and enthusiasm sought by higher education and employers. If you have any queries or concerns, our subject experts are just an email or phone call away.

Assessment objectives:

The exams will measure how students have achieved the following Assessment Objectives.

- AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.
- AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.
- AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:
 - investigate geographical questions and issues
 - interpret, analyse and evaluate data and evidence
 - construct arguments and draw conclusions.

Assessment objective weightings for international as geography

Assessment Objectives (AOs)	Unit weightings (approx %)		Overall weighting of AOs (approx %)
	Unit 1	Unit 2	
AO1	23.75	23.75	47.5
AO2	18.75	18.75	37.5
AO3	7.5	7.5	15
Overall weighting of units (%)	50	50	100

Assessment weightings

The raw marks awarded on each unit will be transferred to a uniform mark scale (UMS) to meet the weighting of the units and to ensure comparability between units sat in different exam series.

Students' final grades will be calculated by adding together the uniform marks for all units. The maximum raw and uniform marks are shown in the table below.

Unit	Maximum raw mark	Percentage weighting International A-level (AS)	Maximum uniform mark
Unit 1	80	50	100
Unit 2	80	50	100
International AS qualification	160	100	200
Unit 1	80	20	100
Unit 2	80	20	100
Unit 3	80	20	100
Unit 4	80	20	100
Unit 5	60	20	100
International A-level qualification	380	100	500

Career Prospects of Geography as a subjects.

The analytical and research skills gained from your geography degree are attractive to a range of employers.

Jobs directly related to your degree:

- Cartographer
- Commercial/residential surveyor
- Environmental consultant
- Geographical information systems officer
- Planning and development surveyor
- Secondary school teacher
- Town planner

Jobs where your degree would be useful:

- Astronomer
- International aid/development worker
- Landscape architect
- Logistics and distribution manager
- Market researcher
- Nature conservation officer
- Political risk analyst
- Sustainability consultant
- Tourism officer
- Transport planner

Course Outline

This Arabic Language syllabus develops learners' ability to communicate clearly, accurately and effectively. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects. The syllabus also complements other areas of study by encouraging skills of more general application (e.g. analysis, synthesis, drawing of inferences)

Assessment Summary

Internal examination approved by the Ministry of Education of UAE. The examination consists of one paper Of 100 marks (Reading, Writing & Grammar) 96% of attendance is must for final examination. Interest in the subject is the basic requirement. Class participation, General attitude, Assignments, Quizzes, Presentations, Projects and Class activities assigned by the teacher are a compulsory part of the assessment.

Career and University Pathways

Ministry of Education U.A.E programs and qualifications have a proven reputation for being an excellent preparation for university, employment and life. The skills you develop through the study of Arabic Language (effective written and verbal communication, time- management, Organizational skills, team-work, independent study and research, developing persuasive arguments) are applicable to a wide variety of professional areas which include advertising, marketing, arts administration, library and information management, the legal profession, editing and publishing, journalism and other areas of the media.

AS LEVEL ISLAMIC EDUCATION (ENG) MINISTRY OF EDUCATION

Course Outline

The need for educational reconstruction in Islamic society for strengthening the foundation of Faith as well as to enable the rising generation to face the challenges of moderation and globalization with confidence has been fully recognized and emphasized at TWS. It would help in the purification of thought and character building of the students

Assessment Summary

Students sit an internal examination approved by the Ministry of Education of UAE. The examination consists of one paper Of 100 marks. 96% of attendance is must for final examination. Class participation, General attitude, Assignments, Quizzes, Presentations, Projects and Class activities assigned by the teacher are a compulsory part of the assessment.

Career and University Pathways

The students excelling in Islamic education have the opportunities to win the world and the hereafter. They have thousands of fields to choose and can serve the humanity.

Arabic AS Additional Language

Arabic B optional programme is held after normal school hours on extra payment. Lessons will be held twice a week. Kindly Contact – **Assistant Principal Arabic and Islamic** for further queries.

For further details on course content, please speak to the relevant Subject Leader or go online and research your courses for yourself.

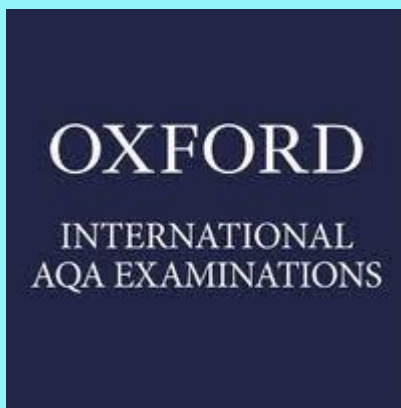
Each course specification number is given on the subject page. The examination board websites are:



<https://www.cambridgeinternational.org/>



<https://qualifications.pearson.com/en/home.html>



www.oxfordaqaexams.org.uk

The Westminster School, Dubai

AS and A level Application form 2021-22

(Please print this page)



Paste your recent photograph in school uniform

Personal Details

Name (as in passport) :		
Admission to Year : <input type="checkbox"/> AS level <input type="checkbox"/> A level	Date of Birth :	Gender :
Name of Present School :		

Parent Details

Name (as in passport) :	
Contact No :	Email ID :
Name (as in passport) :	
Contact No :	Email ID :

Subjects being taken at IGCSE / AS Level :

Subject	Teacher Prediction	Signature	Subject	Teacher Prediction	Signature
1			4		
2			5		
3			6		

Year 12 / 13 Options (Selection)

Option	Subjects (Min 2 / Max 4)
Option 1	
Option 2	
Option 3	
Option 4	

(Please print this page)



Reference Form

External Candidates

Please attach a reference to your application form, this must be on school headed paper with your school stamp.

TWS, SIXTHFORM

Name : _____

Position : _____

Signature of the Teacher : _____

School Seal (external students only) :



The Westminster School, Dubai

Post 16 Student Contract 2021-22

Post 16 Community Conditions:

- Attend all school lessons and other activities within the Post 16 timetable regularly and Punctually
- Be present for every registration session and shall attend assemblies as required
- Use any non-timetabled time for individual private study in allocated areas
- Not leave the school site during lesson time unless previously agreed and discussed with the Head of Key Stage 5 respectively and in consultation with parents
- Wherever possible make routine appointments with the doctor, dentist etc. outside of school hours.
- Adhere to the Post 16 Dress Code by being smart and presentable at all times
- Meet all deadlines set for homework and coursework for all subjects
- At all times set a good example to the younger students in the school
- Behave in an exemplary manner in accordance with the school's Code of Behaviour
- Respect his/her surroundings and recognize the right of other students to study in peace
- Notify the Form Tutor / Head of Key Stage 5 respectively in case of absence
- Will use any study lessons effectively and be at the correct designated place
- Will complete the required community service hours during the designated days and complete the log book

I/We agree that _____ shall meet the above requirements at all times and understand that failure to do so will result in a meeting to discuss her/his continuing education at The Westminster School Post 16 Community.

We have also read and understand the requirements and expectations of the courses being opted for.

Signed _____ (Parent)

Signed _____ (Student)

Parents Name _____

Date _____



**The Westminster School, Dubai
P.O. Box 27016
United Arab Emirates**

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