



EDUCATION

SIXTH FORM

HANDBOOK

2025-26

THE WESTMINSTER SCHOOL





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EDUCATION

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From the Principal's Desk

At The Westminster School we believe in supporting every individual to achieve his or her dreams, no matter how big they may be. Our students are ambitious, inquisitive and hardworking, ever embracing challenges and striving for their best. We recognise that all children have different abilities and talents, and we are committed to helping them discover and develop these in a nurturing environment. Inclusion is an important part of life at TWS.

The Westminster School has a long history of providing an exceptional education for young people and this is down to our teachers, students and support staff. Our students achieve excellent examination results and at the same time develop into well-rounded young adults who have the skills, attributes and moral fibre to lead successful lives. We believe that an education should stretch young people academically and also develop them socially, all the while supporting them emotionally and ensuring their health, safety and happiness.

We provide a quality academic education based on the rigorous National Curriculum for England enhanced with an international flavour. Our curriculum is designed to be broad and balanced to keep opportunities open while giving excellent preparation for further study, and a large proportion of our students go on to study at universities both locally and globally. All students study the core subjects of English, Mathematics, Science, Arabic, Islamic, Social Studies and Moral Education, supplemented with programmes in humanities, languages, the arts, sports and technology. Students also have every opportunity to be fully engaged with our diverse extra-curricular programme.

As a GEMS Education school, we pride ourselves on delivering a values-driven international education, expressed through four core values – leading through innovation, pursuing excellence, growing by learning, and global citizenship. These are woven into each of our academic and extra-curricular activities and form the basis of everything we do.

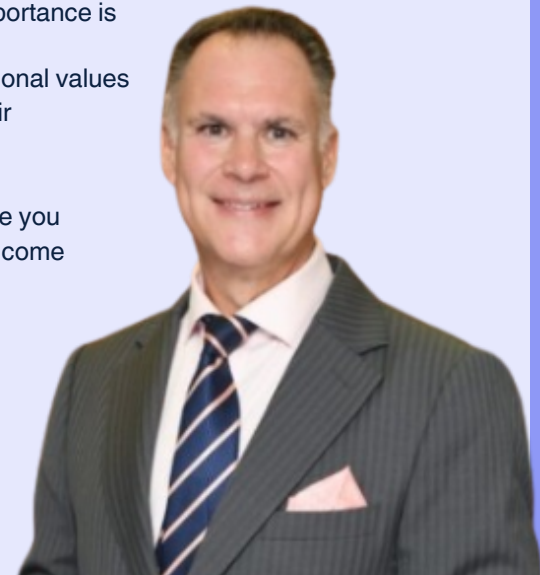
Accordingly, through our formal and informal curriculum, we encourage creative and critical thinking alongside stimulating and meaningful experiences. Integrated into our learning is the development of a range of key skills, attributes and attitudes that we know will serve our students well in their later lives. The development of leadership skills is an important part of our curriculum, and all students have the chance to be involved in school leadership activities.

The Westminster School is an international community with over 70 nationalities, and we firmly believe in developing our students into global citizens who can excel on the world stage. To do this, we provide a range of opportunities to celebrate and embrace cultural differences while understanding and respecting the importance of Islamic values in our society. We aim to develop a tolerant school community, reflecting the heritage of our students and recognising that we all come from different backgrounds.

As Principal of The Westminster School and as a parent myself, I believe in raising children to be polite, respectful and responsible citizens, able to make a positive contribution to society. Of equal importance is children's social and emotional development, enabling them to become confident, assured and happy. I believe in building a community based on traditional values and mutual respect, where students take pride in themselves, their work and their school, contributing fully on a daily basis to the benefit of all.

If you are considering The Westminster School for your child, I warmly encourage you to visit us and experience first-hand our unique environment and culture. We welcome visitors throughout the year, so please don't hesitate to get in touch and make an appointment.

Mr. Carl Roberts
Executive Principal and CEO



Welcome from Head of School

Dear Sixth formers,

Welcome to another exciting academic year at TWS, Dubai! As the Head of School, it is my pleasure to extend a warm welcome to both our returning students and those joining us for the first time. You are about to embark on a journey filled with opportunities, challenges, and the promise of personal and professional growth.

At TWS, we are proud to offer the Business and Technology Education Council (BTEC) qualifications, developed by Pearson. These programs are designed to provide you with a blend of theoretical knowledge and practical skills, preparing you for the ever-evolving demands of the modern workplace. Pearson BTEC qualifications are recognized globally for their quality and relevance, equipping students with the competencies needed for higher education and career success. Our trained staff are here to support you every step of the way, ensuring that you have the resources and guidance necessary to succeed.

This handbook has been created to serve as a comprehensive guide to your academic life at TWS, Dubai. Within these pages, you will find important information about our BTEC programs, including course structures, assessment criteria, and policies and procedures. It is crucial that you familiarise yourself with this information, as it will help you navigate your studies effectively and make the most of the opportunities available to you.

I am confident that this academic year will be rewarding and fulfilling for you. I wish you all the best in your studies and look forward to witnessing your successes.

Dr. Vijaya Kumari Sathyan
Head of School/Dy.CEO



Welcome from Assistant Principal Secondary Boys & Sixth Form

Sixth Form is a crucial phase in a student's academic journey, marking the transition to higher education or the professional world. To ensure a holistic development and prepare students for future challenges, we foster an environment that promotes academic excellence, student-led initiatives, mentoring programs, charity drives, and strong student leadership roles.

At the heart of every successful Sixth Form is a commitment to academic excellence. This begins with providing rigorous expert teaching and ample resources to support students in their pursuit of knowledge. Encouraging critical thinking, research skills, and intellectual curiosity cultivates a culture of academic excellence.

Empowering students to take ownership of their learning journey fosters a sense of responsibility, leadership, and initiative. Encouraging student-led initiatives such as clubs, societies, and projects allows students to explore their interests, develop organizational skills, and collaborate with peers. We encourage our students to initiate community outreach programs and student-led initiatives across the school as it provides valuable opportunities for personal growth and enrichment beyond the classroom.

Mentoring Programs: Mentorship plays a pivotal role in guiding students through their academic journey. Implementing mentoring programs where older students mentor younger peers creates a supportive network within the Sixth Form community. Mentors can offer academic guidance, career advice, and emotional support, helping younger students navigate academic pressures, personal dilemmas, and future aspirations. Through mentorship, students not only receive valuable guidance but also develop empathy and leadership skills.

At The Westminster School Dubai we instill a spirit of philanthropy and social responsibility is integral to shaping well-rounded individuals who are empathetic and compassionate citizens. Organizing charity drives and community service projects within the Sixth Form instills values of altruism and civic engagement. Whether it's raising funds for local charities, volunteering at shelters, or organizing awareness campaigns, participating in charitable activities fosters empathy, teamwork, and a sense of purpose beyond self-interest. Moreover, it strengthens bonds within the school community and fosters a culture of giving back to society. Effective leadership is essential for driving positive change and fostering a dynamic and inclusive school culture. Providing opportunities for students to assume leadership roles, such as prefects, student council members, or class presidents, empowers them to become agents of change within the Sixth Form community. Through leadership positions, students learn to communicate effectively, delegate responsibilities, resolve conflicts, and inspire their peers. Strong student leadership not only enhances the overall student experience but also promotes a sense of pride, ownership, and belonging within the school community.

By promoting academic excellence, student-led initiatives, mentoring programs, charity drives, and strong student leadership roles, Sixth Forms can create an enriching and empowering environment that nurtures the holistic development of students. By instilling values of excellence, initiative, empathy, and leadership, The Westminster school prepares students not only for academic success but also for a lifetime of personal and professional fulfillment. Through collaborative efforts between educators, students, and the wider community, we can cultivate a culture of excellence and empower the leaders of tomorrow.

Ms. Grace Alouka
Assistant Principal, Secondary & Sixth Form



A Message from the Head of Sixth Form

“Learning is creation, not consumption. Knowledge is not something a learner absorbs, but something a learner creates.” – George Couros

As Head of Sixth Form I am genuinely thrilled to welcome you to the Sixth Form at TWS and sincerely hope you become an integral part of our rich and vibrant community. Our Sixth Form offers a stimulating, innovative, and friendly environment where you will have every opportunity to thrive. We pride ourselves on exceptional teaching, high levels of academic rigor, outstanding pastoral care, and comprehensive career advice and guidance.



We believe that your Sixth Form years should be the most engaging and fulfilling chapter of your school journey. During this transformative period, you will forge deeper friendships, refine your academic interests, and embark on the exhilarating journey of discovering your future path beyond the structured framework of school.

Transitioning into the Sixth Form is an exciting opportunity for both personal and academic growth. It is a time to enhance your interpersonal skills and assume leadership roles within our student community. As a member of our Sixth Form, you will experience a significant shift in your learning environment. Whether you choose A Levels, BTEC, or a blended approach, each pathway presents its own unique challenges.

Success in the Sixth Form is measured by more than just grades. While academic achievement is crucial, engaging in the broader school community will impart invaluable skills that will serve you well in the future. Sixth Form life encompasses much more than tests and examinations; it is a period for personal development and exploration. I encourage you to seize this time to cultivate new skills and pursue opportunities outside the classroom.

You must be prepared to work independently and self-motivate, setting your own deadlines and targets. This new level of autonomy will be essential in helping you become a successful and confident individual.

We eagerly look forward to supporting you through this exciting phase of your education and watching you grow into the leaders of tomorrow.
Welcome to the Sixth Form at The Westminster School Dubai.

Dr. Alice Chettiar
Head of Sixth Form- Academics
Email id : alice.c_tws@gemsedu.com

Message from Head of Pastoral Sixth Form

Welcome to our Sixth Form!

At this critical stage of your academic journey, we are committed to ensuring that you achieve the highest standards in both academics and behaviour. As Sixth Form students, you are expected to demonstrate exemplary conduct and always uphold strong ethical values.

Our approach to pastoral care in the Sixth Form goes beyond traditional support. We aim to channel your potential, guiding you to grow into future leaders. This phase is about more than

just academics: it's about your holistic development. Pastoral at Sixth Form is to support you in your daily routines, helping you build essential skills such as teamwork, resilience, and leadership.

We actively encourage our students to spearhead innovative initiatives that benefit the entire school community. These initiatives are designed not only to cultivate your skills but also to contribute positively to the broader school environment. By taking the lead in these projects, you will not only enhance your social-personal development but also play a vital role in advancing our School Improvement Plan. The leadership skills acquired here will help you lead a successful life after school.

Independence is a key focus in our Sixth Form. We believe in empowering you to take charge of your learning and personal growth while providing the necessary guidance and support to ensure your success. Pastoral care emphasizes student leadership, encouraging you to lead the student council. This experience will further enhance your leadership skills and prepare you for future success.

We are excited to embark on this journey with you, fostering an environment where high standards are the norm and every student has the opportunity to excel and make a meaningful impact.

Sixth Form is a pivotal time in your academic and personal development. Life in the Sixth Form is a rich and dynamic experience, offering numerous opportunities for you to grow, lead, and make a meaningful impact within our school and the wider community.



Ms. Anjana Nair
Head of Sixth Form- Pastoral
Email id : anjana.n-tws@gemsedu.com



Life at Sixth Form

Student-Led Initiatives

One of the hallmarks of our Sixth Form is the emphasis on student leadership and initiative. Students will have the chance to participate in and lead various student-led initiatives including student-led clubs that cater to a wide range of interests, from academic subjects to arts, sports, and hobbies, Innovation club to foster innovative technologies across school, spreading awareness like cybersecurity, leading school's social media and leading several wellbeing initiatives. These initiatives provide a platform for the students to explore their passions, develop new skills, and foster a sense of community among their peers.

Community Service

Community service is a key component of life in the Sixth Form. We believe in the importance of giving back and making a positive contribution to society. Students will have numerous opportunities to engage in community service projects, both within the school and in the broader community like Ramadan Charity drive, Gaza Charity drive, a helping hand to school staff during regular routine etc. These projects help you develop empathy, social responsibility, and a deeper understanding of the world around you.

Student Council

The student council in the Sixth Form plays a vital role in representing the student body and influencing school policies. As a member of the student council, students will have the opportunity to work closely with school leadership, advocate for their peers, and implement initiatives that enhance the student experience. This is an excellent way to develop leadership skills, public speaking, and a sense of civic duty. Schools always find means and ways to develop new positions in the student council depending on the needs of the students.

Internship Opportunities

We understand the importance of real-world experience in preparing you for future careers. Our Sixth Form offers various internship opportunities, allowing students to gain valuable work experience in fields related to their interests and aspirations. These internships provide a practical understanding of different industries, help them build a professional network, and enhance their college or job applications.

Holistic Development and Expectations

Along with academic excellence, the holistic development of the students remains a central focus in the Sixth Form. You will be challenged to reach your highest potential through a rigorous curriculum, dedicated teachers, and a supportive learning environment. Sixth Form students serve as role models for younger students. It is imperative that students uphold high values and dignity, setting an ideal example for others. Sixth Formers wear special uniform, including a school blazer, which must be worn every day. Punctuality is crucial; arriving late to school is considered a breach of discipline and will be addressed accordingly.

Pastoral Support and Care

In the Sixth Form, our pastoral care aims to support students in all aspects of their life. From academic guidance to personal development, we are committed to helping students to navigate the challenges and opportunities that arise. Our goal is to ensure that students feel supported, valued, and empowered to achieve their full potential.

Independence and Responsibility

Life in the Sixth Form is designed to foster independence and responsibility. Students will be encouraged to take ownership of their learning and personal growth, while also being held to high standards of behaviour and ethics. This independence is balanced with the support and guidance students need to succeed, helping students to develop the skills and resilience necessary for the future.

Special Events and Activities

The Sixth Form offers a variety of special events and activities that enrich student's experience. From academic competitions and cultural events to sports tournaments and social gatherings, there is always something happening to keep students engaged and motivated.



From the Career Counsellor's Desk

Welcome to the Sixth Form booklet of The Westminster School, designed to assist you and your child in choosing subjects that align with their future career aspirations. We believe in fostering a close, genuine, and visible relationship with both students and parents. The decisions made in these two years can significantly impact your child's future accomplishments.



Making informed decisions at every stage of life is crucial for a fulfilling future. The subjects chosen now will influence what your child can achieve later. It's essential to select subjects that match their abilities and career interests. If your child has a specific career in mind, it's important to identify the necessary subjects.

Year 12 marks a critical phase where your child must make important subject choices. Whether they opt for a Science stream, a Commerce stream, or a combination of both, these decisions will shape their career path. To aid you in this process, here are a few pointers to consider for making an informed and successful decision:

As **PARENTS**, understanding your child is crucial:

- Evaluate your child's aptitude, strengths, and weaknesses.
- Identify the subjects they excel in, those they need to work on, and those they are not interested in.
- Differentiate between your career aspirations for your child and their own career goals.
- Research on each subject or combination of subjects to understand how they can help your child achieve their career aspirations.

As a **STUDENT**, it's important to understand the subjects you enjoy.

Ask yourself:

- What subjects do I like to study now?
- Which extracurricular activities do I enjoy, both within and outside school (e.g., playing music, volunteering, thinking creatively, art, etc.)?
- Which career am I most inclined towards?
- Ask my subject teachers and seniors for suggestions.

Your career goals

Identify any additional subjects you need to study, beyond the main subjects, to achieve your career goals.

Any additional exams you need to prepare for to reach your future goals?

Assess your skills, aptitude, interests, and personality, and understand how these can help you achieve your desired goals.

“At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents” - Jane D. Hull

Parents are the first role models for their children, serving as friends, philosophers, and guides throughout their lives. When it comes to career selection, children often seek significant support and assistance from their parents. Parental guidance is crucial in helping them make well-informed career decisions. While younger students may be attracted to emerging career paths, parents often prefer traditional, safer routes. This is where career counselling becomes essential, bridging the gap between parents’ and children’s perspectives.

Career Education and Guidance at TWS

Career Guidance programs aim to provide students with a strong foundation as they transition through different phases. In Years 9 and 10, students receive information on various career fields and guidance on subject choices. In Years 11 to 13, they are supported in making appropriate decisions related to their desired careers, preparing them to transition from being students to active members of the world beyond school.

Students need to access Unifrog, a one-stop platform to compare every university course, and Further Education course - and then apply successfully. **Predicted grade letters and recommendation letters will be shared through this platform.** To book a one-to-one meeting, please email us to schedule an appointment and participate in the career sessions held at school.

Predicted grades:

A predicted grade is the grade of qualification an applicant’s school or college believes they’re likely to achieve in positive circumstances.

Guidelines issued by the Universities and Colleges Admissions Service (UCAS).

Universities and colleges use these predicted grades as part of the admissions process to understand the applicant's potential. They indicate whether you are likely to meet the entry requirements for your chosen undergraduate course. While predicted grades are a key part of your application, they are not the only factor universities consider when assessing your potential and deciding whether to make you an offer letter. Therefore, your application must also be strong in other areas. Based on these, the university may offer you a conditional or unconditional place in their course.

At TWS in coming to an honest and realistic judgement on a student's predicted grades, the school will consider:

- Data drawn from CAT4 and MEG.
- Data drawn from his/her performance at AS Level.
- Data drawn from his/ her attainment from a range of assessments across Year 12

Predicted Grades are system-generated.

Process: All students requesting the Predicted grades need to email the Sixth Formleader. The student needs to plan well ahead of the deadline - UCAS, Common Appand individual Universities.

Recommendation letters:

Letters of recommendation are valuable to admissions officers because they offer experiences and perspectives from teachers and career counsellors, providing a comprehensive picture of who you are and the impact you might have on campus. These letters give the university admission committee valuable insight into your abilities and highlight your skills and capabilities, as acknowledged by your referees. Most selective colleges and universities require one to three recommendation letters with your application.

Process: Students requesting for a recommendation letter, the first step is to email the Sixth Form leader specifying the faculty from which they require the letter.

Ms.Lali Saji Mathew

Career Counsellor

Email id: lali.m-tws@gemsedu.com



Subjects Offered at Sixth Form

Mathematics

**Computer
Science**

Psychology

Physics

Business

Sociology

Chemistry

Economics

English

Biology

Accounting

Geography

Information Technology

BTEC Level 3 IT

**BTEC Level 3
Business**

BTEC Level 2 IT

**BTEC Level 2
Business**



EDUCATION



Subject Option Blocks

2025-26



Subject Option Block (with Four subjects)

Options	Option 1	Option 2	Option 3	Option 4
Group 1	Mathematics	Physics	Chemistry	Biology

Subject Option Block (with Three subjects)

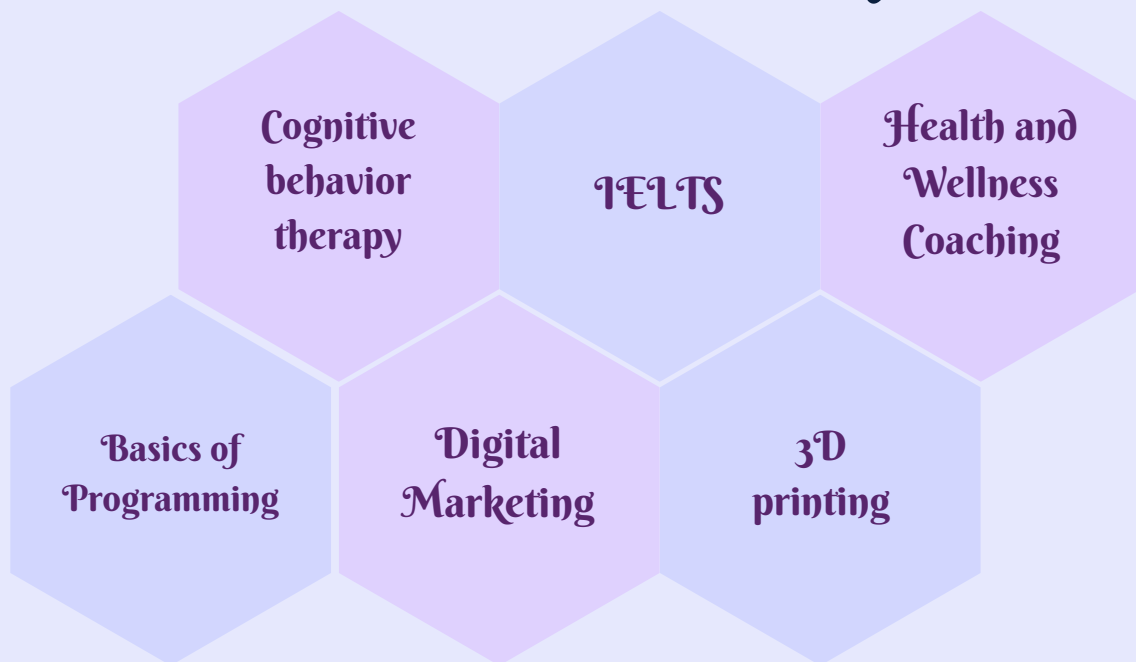
Option 1	Option 2	Option 3
Mathematics	Chemistry	Biology
English	Business Studies	Accounting
Geography	Psychology	Physics
Physics	Computer Science	English
Chemistry	IT	Sociology
Economics	Economics	Business Studies

Entry Requirements for Sixth Form

Subjects	Admission Requirements
Chemistry	A * to B in respective Subjects
Physics	A * to B in respective Subjects and Math
Biology	
IT	
Economics	
Computer Science	IGCSE CS A* - B in CS Paper 2 (Practical) and Math
Mathematics	ONLY Extended Math A * to B
Psychology	A * to B in Psychology and Biology
Geography	A * to B in respective Subjects and English Language
Business Studies	
Sociology	
Accounting	A * to B in respective Subjects
English	A* -B in IGCSE First Language English
Cambridge international Project qualification	



Skills Enrichment Programme



Key Contacts

Designation	Name	Email ID	
Head of Sixth Form	Dr. Alice Chettiar	alice.c_tws@gemsedu.com	
Head of Pastoral (Sixth Form)	Ms. Anjana Nair	anjana.n-tws@gemsedu.com	
Exam Officer	Ms. Anjana Sanalkumar	anjana.s-tws@gemsedu.com	
Career Counsler	Ms. Lali Saji Mathew	lali.m-tws@gemsedu.com	



Heads Of Department



Name of the Department	Head of Department	Email ID	
Mathematics	Ms. Samsheena Mansoor	samsheena.m_tws@gemsedu.com	
Physics	Ms. Anjana Nair	anjana.n_tws@gemsedu.com	
Chemistry	Ms. Vinothini Durai	duraimas.v_tws@gemsedu.com	
Biology			
IT and CS	Ms. Anuja Vasantha	anuja.v_tws@gemsedu.com	
Financial Science	Ms. Lali Saji Mathew	lali.m_tws@gemsedu.com	
Business Science	Ms. Shelmy Peter Thomas	shelmy.p_tws@gemsedu.com	
Social Science	Ms. Lysandra Fernandes	lysandra.f_tws@gemsedu.com	
Humanities	Ms. Ashwini Deshpande	ashwini.d_tws@gemsedu.com	
English	Ms. Honey Chacko	honey.c_tws@gemsedu.com	



Pastoral Expectations - Secondary School and Sixth Form

Introduction

At The Westminster School, we are committed to creating a nurturing and inclusive environment that supports the academic, emotional, and social well-being of all students. The Pastoral care includes not only monitoring but also creating an environment where student voices are heard and valued. The pastoral expectations outlined below are designed to guide our community in fostering respect, integrity, and empathy.

Core Values

Our pastoral care is founded on the following core values:

- **Respect:** Treating everyone with kindness and consideration.
- **Responsibility:** Taking ownership of one's actions and learning.
- **Integrity:** Demonstrating honesty and strong moral principles.
- **Empathy:** Understanding and sharing the feelings of others.
- **Inclusivity:** Valuing and embracing diversity.

Behavioral Expectations

Students are expected to:

1. Respect Others:

- o Treat peers, staff, and visitors with respect.
- o Use polite language and listen to others.
- o Respect differing opinions and cultures.

2. Demonstrate Responsibility:

- o Be punctual to the school.
- o Be punctual and prepared for all classes and activities.
- o Complete assignments and participate actively in learning.
- o Be presentable and smartly dressed
- o Follow school rules and policies.

3. Show Integrity:

- o Be honest in all academic work and interactions.
- o Avoid cheating, plagiarism, and dishonesty.
- o Report any instances of bullying or misconduct.

4. Exhibit Empathy:

- o Offer support to peers in need.
- o Practice active listening and provide encouragement.
- o Engage in acts of kindness and community service.

5. Promote Inclusivity:

- o Include and welcome new students and peers.
- o Participate in activities that celebrate cultural diversity.
- o Challenge discriminatory behavior and language.

6. Leadership and Initiative

- o Active participation in planning and executing student-led initiatives.
- o To share innovative and creative ideas and solutions.
- o Contributing to a long-term vision for the improvement and growth of the school community.



Support Systems

To support our students, we provide the following resources:

- **Counseling Services:** Professional counselors are available to help students with personal, social, and academic concerns.
- **Mentorship Programs:** Older students or staff mentors provide guidance and support to younger students.
- **Workshops and Seminars:** Regular sessions on topics such as mental health, healthy lifestyles, study skills, and conflict resolution.
- **Student voice:** Opportunities for students to be involved in decision-making processes through student councils or similar bodies.
- **Life after school:** Providing career guidance and work experience support for future educational and career planning.

Reporting and Addressing Concerns

Students are encouraged to report any concerns or issues they encounter. We have established the following procedures:

- **Confidential Reporting:** Students can report concerns anonymously if they wish.
- **Open Door Policy:** Students can approach any staff member with concerns.
- **Mediation Services:** Trained mediators are available to help resolve conflicts peacefully.

Consequences for Not Meeting Expectations

Failing to meet pastoral expectations may result in:

- **Warnings:** Verbal or written warnings for minor infractions.
- **Counseling Sessions:** Meetings with counselors to address issues.
- **Disciplinary Actions:** Detention, suspension, or other appropriate measures for serious or repeated offenses.
- **Restorative Practices:** Opportunities to repair harm and restore relationships.

Conclusion

We believe that by adhering to these pastoral expectations, we can create a school environment where every student feels valued, supported, and empowered to succeed. Let's work together to uphold these principles and make The Westminster School a place of respect, responsibility, and community.



MATHEMATICS

Pearson Edexcel

XMAOI/YMAOI



Why study AS & A Level Mathematics

Mathematics is a universal language, applicable across various disciplines and industries. A strong math background opens up diverse career opportunities. It provides a solid foundation for various fields such as engineering, physics, computer science, economics, and more. Mathematics enhances analytical and problem-solving skills. It teaches how to approach complex problems logically, breaking them down into manageable steps.

What does the course cover? (Main Themes/ Units)

Stage	Unit	Unit Code	Content Overview
AS Level	Pure Mathematics-1	WMA11/01	Algebra and functions; coordinate geometry in the (x,y); trigonometry; differentiation; integration
AS Level	Pure Mathematics-2	WMA12/01	Proof; algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration.
AS Level	Statistics- 1	WST01/01	Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution

A Level	Pure Mathematics-3	WMA13/01	Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods
A Level	Pure Mathematics-4	WMA14/01	Proof; algebra and functions; coordinate geometry in the (x, y) plane; binomial expansion; differentiation; integration; vectors
A Level	Mechanics- 1	WME01/01	Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments
A Level	Statistics- 2	WST02/01	The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.

How will I be assessed? (Paper Weightage for both AS and A Level)

Stage	Unit	Duration	Marks	IAS Weighting	IAL Weighting
AS Level	Pure Mathematics- 1	1hr 30mins	75	33⅓ %	16⅔ %
AS Level	Pure Mathematics- 2	1hr 30mins	75	33⅓ %	16⅔ %
AS Level	Statistics- 1	1hr 30mins	75	33⅓ %	16⅔ %
A Level	Pure Mathematics- 3	1hr 30mins	75	NA	16⅔ %
A Level	Pure Mathematics- 4	1hr 30mins	75	NA	16⅔ %
A Level	Mechanics- 1	1hr 30mins	75	33⅓ %	16⅔ %
A Level	Statistics- 2	1hr 30mins	75	NA	16⅔ %

CAREER PROSPECTS IN MATHEMATICS

A background in mathematics opens up a wide array of career prospects across various industries. Here are some potential career paths for individuals with expertise in mathematics: Actuarial Science, Data Science, Quantitative Finance, Operations Research, Software development, Engineering, Academia and Research. These are just a few examples of the diverse career paths available to individuals with a background in mathematics. The analytical and problem-solving skills acquired through the study of mathematics are highly valued across industries, making mathematicians versatile and sought-after professionals.

PHYSICS

Cambridge International Examinations

9702



Why study AS & A Level Physics?

Studying AS and A level Physics opens doors to numerous academic and career paths, equips students with valuable skills, and provides a deep understanding of the physical world. Whether students aim is to pursue a career in science and technology or to develop a versatile skill set applicable to various fields, physics is an excellent choice.

What does the course cover?

- Mechanics
- Waves
- Electricity
- Gravitation

- Electricity and Magnetism
- Ideal Gases and Thermodynamics
- Nuclear Physics
- Quantum Physics

- Astrophysics
- Medical Physics
- Practical- Planning, analysis and hypothesis.

How will I be assessed?

	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5
AS Level	40 marks 1 hour 15 mins	60 Marks 1 hour 15 mins	40 Marks 2 hours	-----	-----
A Level	-----	-----	-----	100 Marks 2 hours	30 Marks 1 hour 15mins

Career Prospects with Physics CAREER PROSPECTS WITH PHYSICS

Physics graduates are in demand in various industries, including engineering, aerospace, telecommunications, healthcare (medical physics), energy, and finance. The skills acquired in physics, such as quantitative reasoning, data analysis, and technical knowledge, are applicable to many high-paying and rewarding careers.



CHEMISTRY

Pearson Edexcel International

XCH11 / YCH11
IAS / IAL



Why study AS & A Level Chemistry?

We have listened to feedback from all parts of the international school education community, including a large number of teachers. Our International Advanced Subsidiary and Advanced Levels have been developed to be engaging for international learners and to give them the necessary skills to support progression to further study in chemistry, as well as to a wide range of other subjects.

Key qualification features - using feedback from teachers, we have retained several key features which we know you value. These include:

- Modular assessment, offered at different times of year to suit your delivery model
- practical skills assessed through a dedicated examination unit both at AS (Unit 3) and at A Level (Unit 6)
- Comparable content with the UK GCE A Level - giving confidence to students, teachers and universities on comparability between specifications
- A range of types of questions in exams - testing breadth of knowledge, as well as allowing depth of understanding to be examined.

What does the course cover? (Main theme/Unit)

Stage	Unit	Unit Code	Content Overview
AS Level	Unit 1- Structure, Bonding and Introduction to Organic Chemistry	WCH11/01	<ul style="list-style-type: none"> • Formulae, Equations and Amount of Substance • Atomic Structure and the Periodic Table • Bonding and Structure • Introductory Organic Chemistry and Alkanes Alkenes
AS Level	Unit 2- Energetics, Group Chemistry, Halogenoalkane s and Alcohols.	WCH12/01	<ul style="list-style-type: none"> • Energetics • Intermolecular Forces • Redox Chemistry and Groups 1, 2 and 7 • Introduction to Kinetics and Equilibria • Organic Chemistry: Alcohols, Halogenoalkanes and Spectra

AS Level	Unit 3- Practical Skills in Chemistry I	WCH13/01	Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study Units 1 and 2. This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2.
A Level	Unit 4- Rates, Equilibria and Further Organic Chemistry	WCH14/01	<ul style="list-style-type: none"> • Kinetics • Entropy and Energetics • Chemical Equilibria • Acid-base Equilibria • Organic Chemistry: Carbonyls, Carboxylic Acids and Chirality
A Level	Unit 5- Transition Metals and Organic Nitrogen Chemistry	WCH15/01	<ul style="list-style-type: none"> • Redox Equilibria • Transition Metals and their Chemistry • Organic Chemistry: Arenes • Organic Nitrogen Compounds: Amines, Amides, Amino Acids and Proteins • Organic Synthesis
A Level	Unit 6 -Practical Skills in Chemistry II	WCH16/01	Students are expected to develop further the experimental skills and the knowledge and understanding of experimental techniques that they acquired in Units 1 and 2 (tests for anions and cations, gases and organic functional groups) by carrying out a range of practical experiments and investigations while they study Units 4 and 5. This unit will assess students' knowledge and understanding of the experimental procedures and techniques that were developed in Units 4 and 5.

How will I be assessed? (Paper weightage for both AS and A Level)

Stage	Unit	Duration	Marks	IAS Weighting	IAL Weighting
AS Level	Unit 1- Structure, Bonding and Introduction to Organic Chemistry	1hr 30 mins	80	40% of the total IAS	20% of the total IAL
AS Level	Unit 2- Energetics, Group Chemistry, Halogenoalkanes and Alcohols.	1hr 30 mins	80	40% of the total IAS	20% of the total IAL
AS Level	Unit 3- Practical Skills in Chemistry I	1hr 20 mins	50	20% of the total IAS	10% of the total IAL
A Level	Unit 4- Rates, Equilibria and Further Organic Chemistry	1hr 45mins	90	40% of the total IA2	20% of the total IAL
A Level	Unit 5- Transition Metals and Organic Nitrogen Chemistry	1hr 45 mins	90	40% of the total IA2	20% of the total IAL
A Level	Unit 6 -Practical Skills in Chemistry II	1hr 20 mins	50	20% of the total IA2	10% of the total IAL

Career Prospects in Chemistry

CAREER PROSPECTS IN CHEMISTRY

Chemistry offers a wide range of career prospects across various industries. Here are some potential career paths you could explore with a background in chemistry:

- **Research Scientist:** Conducting experiments, analyzing data, and discovering new substances or processes in industries like pharmaceuticals, materials science, or environmental science.
- **Chemical Engineer:** Applying principles of chemistry to design and optimize processes for manufacturing chemicals, fuels, pharmaceuticals, and other products.
- **Pharmaceutical Scientist:** Developing and testing new drugs and medications, ensuring their safety and efficacy.
- **Environmental Chemist:** Studying the effects of chemicals on the environment, monitoring pollution levels, and developing solutions for environmental problems.
- **Analytical Chemist:** Using various techniques to analyze substances and determine their composition, purity, and properties, often in industries like forensics, food and beverage, or pharmaceuticals.



These are just a few examples, and there are many other career paths you could pursue depending on your interests, skills, and specialization within chemistry.

Additionally, interdisciplinary fields like biochemistry, medicinal chemistry, and nanotechnology offer further opportunities for specialization and career growth.

- **Quality Control/Assurance Specialist:** Ensuring that products meet regulatory standards and quality specifications, often in industries like food production, pharmaceuticals, or manufacturing.
- **Chemistry Teacher/Professor:** Educating students at various levels about the principles and applications of chemistry.
- **Materials Scientist:** Investigating the properties and applications of different materials, such as polymers, metals, or ceramics, for use in industries like electronics, aerospace, or construction.
- **Food Scientist:** Developing and improving food products, ensuring their safety, nutritional value, and quality.
- **Toxicologist:** Studying the effects of chemicals and toxins on living organisms, assessing their potential risks to human health and the environment.



BIOLOGY

Cambridge Assessment
International Education (CAIE)

9700



Why study AS & A Level Biology

Cambridge International AS & A Level Biology develops a set of transferable skills including handling data, practical problem-solving, and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

What does the course cover? (Main Themes/ Units)

Stage	Paper	Code	Content Overview
AS Level	Paper 1- Multiple Choice	9700/12	1 Cell structure 2 Biological molecules 3 Enzymes 4 Cell membranes and transport 5 The mitotic cell cycle 6 Nucleic acids and protein synthesis
AS Level	Paper 2- AS Level Structured Questions	9700/22	7 Transport in plants 8 Transport in mammals 9 Gas exchange 10 Infectious diseases 11 Immunity AS Level candidates also study practical skills.
AS Level	Paper 3- Advanced Practical Skills	9700/33	
A Level	Paper 4- A Level Structured Questions	9700/42	12 Energy and respiration 13 Photosynthesis 14 Homeostasis 15 Control and coordination 16 Inheritance 17 Selection and evolution 18 Classification, biodiversity and conservation
A Level	Paper 5- Planning, Analysis and Evaluation	9700/52	19 Genetic technology A Level candidate also study practical skills.

How will I be assessed? (Paper Weightage for both AS and A Level)

Stage	Paper	Duration	Marks	AS Weighting	AL Weighting
AS Level	Paper 1- Multiple Choice	1hr 15mins	40	31% of the total AS level	15.5% of the total A level
AS Level	Paper 2- AS Level Structured Questions	1hr 15mins	60	46% of the total AS level	23% of the total A level
AS Level	Paper 3- Advanced Practical Skills	2hrs	40	23% of the total AS level	11.5% of the total A level
A Level	Paper 4- A Level Structured Questions	2hrs	100	NA	38.5% of the total A level
A Level	Paper 5- Planning, Analysis and Eva	1hr 15mins	30	NA	11.5% of the total IAL

Career Prospects in Biology

Biology offers a wide array of career opportunities across various sectors. Here are some potential career paths you could explore with a background in biology:

- **Research Scientist:** You could work in research institutions, universities, or private companies conducting experiments, analyzing data, and publishing findings in areas such as genetics, microbiology, ecology, or biotechnology.
- **Biotechnologist:** This field involves using biological systems, organisms, or derivatives to develop products and technologies. Biotechnologists work in areas like pharmaceuticals, agriculture, environmental remediation, and industrial manufacturing.

- **Healthcare Professional:** With further education or training, you could become a doctor, nurse, pharmacist, or allied health professional. Biology provides a strong foundation for understanding human anatomy, physiology, and diseases.
- **Environmental Scientist:** If you're passionate about the environment, you could work in fields such as conservation, ecology, environmental consulting, or environmental policy. You might assess pollution levels, study ecosystems, or develop strategies for sustainable resource management.
- **Bioinformatics Specialist:** This interdisciplinary field involves using computational techniques to analyze biological data, such as genomic sequences or protein structures. Bioinformatics plays a crucial role in genetics research, drug discovery, and personalized medicine.
- **Science Writer/Communicator:** If you have a talent for writing and a passion for science, you could work as a science journalist, technical writer, or science communicator. You would translate complex scientific concepts into accessible language for the general public.
- **Biomedical Engineer:** Combining principles of biology and engineering, biomedical engineers design and develop medical devices, prosthetics, diagnostic tools, and biomedical imaging systems. This field is at the forefront of innovation in healthcare.
- **Forensic Scientist:** Biology is integral to forensic science, where professionals analyze biological evidence (such as DNA, blood, or tissue samples) to assist criminal investigations. Forensic biologists may work in laboratories, crime scene investigation units, or government agencies.
- **Teacher/Educator:** You could inspire the next generation of scientists by becoming a biology teacher at the secondary school level or higher education institutions. You might also work in informal education settings such as museums or science centers.
- **Pharmaceutical Sales Representative:** With a background in biology, you could work for pharmaceutical companies, promoting and selling medications, medical devices, or other healthcare products to healthcare professionals.

These are just a few examples, and the field of biology is continuously evolving, offering new opportunities and interdisciplinary paths. It's essential to explore your interests, gain relevant experience through internships or research projects, and continue learning to pursue a fulfilling career in biology.



COMPUTER SCIENCE

Cambridge Assessment
International Education (CAIE)

9618



Why study AS & A Level Computer Science

Cambridge International AS & A Level Computer Science encourages learners to meet the needs of Higher Education courses in computer science as well as twenty-first century digital employers. It encourages learners to think creatively, through applying practical programming solutions, demonstrating that they are effective users of technology.

Cambridge International AS & A Level Computer Science encourages learners to be:

- confident, using a range of technology and programming paradigms
- responsible, using technology ethically
- reflective, as programmers, improving their own programming solution
- innovative, creating efficient solutions to problems
- engaged, in technology, how it is built and how software solutions are developed.

What does the course cover? (Main Themes/ Units)

- Information representation
- Communication
- Hardware
- Processor Fundamentals
- System Software
- Security, privacy and data integrity
- Ethics and Ownership
- Databases
- Algorithm Design and Problem-solving
- Data Types and Structures

- Programming
- Software Development
- Data Representation
- Communication and internet technologies
- Hardware and Virtual Machines
- System software
- Security
- Artificial Intelligence (AI)
- Computational thinking and Problem-solving
- Further Programming

How will I be assessed? (Paper Weightage for both AS and A Level)

Paper	Content	Duration	Marks	Weightage
Paper 1	Theory Fundamentals	1hr 30mins	75	50% of AS Level 25% of A Level
Paper 2	Theory (Practical)	2hrs	75	50% of AS Level 25% of A Level
Paper 3	Advanced Theory	1hr 30mins	75	25% of A Level
Paper 4	Advanced Practical	2hrs 30mins	75	25% of A Level

CAREER PROSPECTS IN CS

Skills in CS can offer you an incredible wide range of jobs. There are almost no job sectors which don't make use of skills related to Computer Science. Those who study computer science, consequently, can specialize in a wide range of interrelated subfields, from artificial intelligence and cryptography to computer engineering and software development. Computer science careers can be found in various industries and organizations, including computer software companies, game development studios, financial services, and even the government.



EDUCATION

INFORMATION TECHNOLOGY

Cambridge Assessment
International Education (CAIE)

9629



Why study AS & A Level Information Technology

Cambridge International AS & A Level Information Technology encourages learners to become effective and discerning users of IT. Learners develop a broad range of knowledge, skills and understanding, essential for progression on to higher education courses in Information Technology or employment.

Cambridge International AS & A Level Information Technology encourages learners to be:

- confident, using a range of technology and programming paradigms
- responsible, using technology ethically
- reflective, as programmers, improving their own programming solution
- innovative, creating efficient solutions to problems
- engaged, in technology, how it is built and how software solutions are developed.

What does the course cover? (Main Themes/ Units)

- Data processing
- Hardware and software
- Algorithms and flowchart
- eSecurity
- Expert system
- Emerging technologies
- System life cycle

- Spreadsheets
- Database and file concepts
- Video and audio editing
- Mail merging
- Animation
- Graphics creation
- Programming for the web

How will I be assessed? (Paper Weightage for both AS and A Level)

Paper	Content	Duration	Marks	Weightage
Paper 1	Theory	1hr 45mins	70	50% of AS Level 25% of A Level
Paper 2	Practical	2hrs 30mins	90	50% of AS Level 25% of A Level
Paper 3	Advanced Theory	1hr 45mins	70	25% of A Level
Paper 4	Advanced Practical	2hrs 30mins	90	25% of A Level

CAREER PROSPECTS IN IT

The growth in IT professional and computing-related jobs in the UK and worldwide is increasing significantly. From this course, students will gain many technical and non-technical skills which are highly valued by employers, from leadership to programming, many graduates go into the computing industry.

Skills in IT can offer you an incredibly wide range of jobs. There are almost no job sectors that don't make use of skills related to Information Technology. Fields including gaming, research, medicine, marketing, social media, consultancy, cyber security, films, tourism, space travel, law & advertising to name a few.



BUSINESS STUDIES

International Oxford AQA

9625



Why study AS & A Level Business?

Studying Business at the AS and A Level offers students the opportunity to delve into the dynamic world of commerce, entrepreneurship, and management. This course provides a comprehensive understanding of how businesses operate, the challenges they face, and the strategies they employ to succeed. It fosters critical thinking, problem-solving, and analytical skills that are essential for both academic progression and future careers.

What does the course cover? (Main Themes/ Units)

The course is divided into two stages: AS and A2, each comprising two key units:

AS Level

Unit 1: Business and Markets

This unit covers topics such as the nature and purpose of business, types of business ownership, and the external environment affecting businesses. It also explores marketing objectives and plans, marketing data, segmentation, targeting and positioning, and the marketing mix.

AS Level

Unit 2: Managing Operations, Human Resources, and Finance

This unit focuses on operations management, operational planning and data, operations and competitiveness, inventory and supply chain management, human resource objectives, human resource data, organizational design, motivation and engagement, and employer-employee relations.

A Level

Unit 3: Business Strategy

This unit covers topics such as mission, objectives, and strategy, analyzing the internal position of a business, analyzing the industry environment, analyzing the external environment (political, legal, economic, social, technological, and environmental), and investment appraisal.

A Level

Unit 4: Business Decision Making

This unit includes topics such as choosing strategic direction, strategic positioning, assessing a change in scale, innovation, internationalization, understanding leadership and strategic decision making, managing change, organizational culture, and strategic implementation.

How will I be assessed? (Paper Weightage for both AS and A Level)

Stage	Unit	Duration	Marks	Weightage
AS Level	Unit 1: Business and Markets	1 hour 30 mins	80	50% of AS, 20% of A Level
AS Level	Unit 2: Managing Operations, Human Resources, and Finance	1 hour 30 mins	80	50% of AS, 20% of A Level
A Level	Unit 3: Business Strategy	1 hour 45 mins	80	30% of A Level
A Level	Unit 4: Business Decision Making	1 hour 45 mins	80	30% of A Level

Career Prospects in Business

An AS & A Level qualification in Business opens doors to a wide array of career paths, including but not limited to marketing, finance, management, entrepreneurship, and consultancy. It also provides a strong foundation for higher education in business-related disciplines, equipping students with the skills and knowledge necessary for success in the business world.



ECONOMICS

Pearson Edexcel International

XEC11 / YEC11
AS / AL



Why study AS & A Level Economics?

Economics is a fascinating subject that delves into how economies operate and how economic agents make decisions. Studying Economics helps you understand the wider economic and social environment, and equips you with analytical and quantitative skills that are highly valued in the workplace. This subject encourages you to develop a critical and thoughtful approach, preparing you for challenges and opportunities in higher education and your future career.

What does the course cover?

AS Level

Unit 1: Markets in Action -WEC11/01

- Introductory concepts
- Consumer behaviour and demand
- Supply
- Price determination
- Market failure
- Government intervention

Unit 2: Macroeconomic Performance and Policy -WEC12/01

- Measures of Economic performance
- Aggregate demand
- Aggregate supply
- National income
- Economic growth
- Macroeconomic policies

A Level

Unit 3: Business Behaviour -WEC13/01

- Types and sizes of businesses
- Revenue, costs, and profits
- Market structures and contestability
- Labour markets
- Government intervention

Unit 4: Developments in the Global Economy - WEC14/01

- Causes and effects of globalisation
- Trade and global economy
- Balance of payments, exchange rates and international competitiveness.
- Poverty and inequality
- Role of the state in the macroeconomy.
- Growth and development in developing, emerging and developed economies.

How will I be assessed? (Paper weightage for both AS and A Level)

Level	Unit	Duration	Weightage
AS Level	Unit 1: Markets in Action	1 hour 45 minutes	50% of AS Level 25% of A Level
AS Level	Unit 2: Macroeconomic Performance and Policy	1 hour 45 minutes	50% of AS Level 25% of A Level
A Level	Unit 3: Business Behaviour	2 hours	50% of A2 Level 25% of A Level
A Level	Unit 4: Developments in the Global Economy	2 hours	50% of A2 Level 25% of A Level

Career Prospects in Economics

Studying Economics opens up a wide range of career opportunities in various fields such as finance, government, consulting, international organizations, non-profit sectors, and academia. Economists are in demand for their ability to analyze data, understand economic trends, and provide insights that inform decision-making in both the public and private sectors. Potential career paths include roles as economists, financial analysts, policy advisors, market researchers, and business consultants.

ACCOUNTING

Pearson Edexcel

XAC11/ YAC11



Why study AS & A Level Accounting?

Studying Pearson Edexcel International Advanced Subsidiary/Advanced Level qualifications in Accounting will engage international learners and provide them with skills to support progression to further study in Accounting and other subjects. The course offers a strong foundation in accounting principles, concepts, and techniques, making it a worthwhile pursuit for students who aim to continue their studies or directly enter the workforce. Students will develop decision-making, ethical, and interpersonal skills essential for their professional careers

What does the course cover?

The course is structured into two main units:

Unit	Content
Unit 1: The Accounting System and Costing WAC11/01	<ul style="list-style-type: none"> • Principles of accounting and double entry bookkeeping • Control procedures • Financial statements of organisations • Introduction to costing • Analysis of accounting statements • Social and ethical accounting
Unit 2: Corporate and Management Accounting WAC12/01	<ul style="list-style-type: none"> • Limited companies • Investment ratios • Statement of cash flows • Budgeting • Standard costing • Project appraisal • Break-even analysis • Marginal costing and absorption costing • Information and communication technology (ICT) in Accounting

How will I be assessed? (Paper weightage for both AS and A Level)

The assessment consists of 100% external examinations, with the following structure:

Unit	Assessment Method	Details
IAS Unit 1: The Accounting System and Costing	Written Examination	Duration: 3 hours Total marks: 200 Section A: Two compulsory 55-mark questions Section B: Three optional 30-mark questions from a choice of four Weightage: 100% of the total IAS. 50% of the total IAL
IA2 Unit 2: Corporate and Management Accounting	Written Examination	Duration: 3 hours Total marks: 200 Section A: Two compulsory 55-mark questions Section B: Three optional 30-mark questions from a choice of four. Weightage: 100% of the total IA2. 50% of the total IAL

Career Prospects in Accounting

A qualification in AS & A Level Accounting opens up a variety of career opportunities in fields such as accounting, finance, business management, and consulting. The skills developed through this course, including numeracy, communication, ICT, and analytical skills, are highly valued by employers. Additionally, these qualifications provide a solid foundation for further studies in higher education and professional accounting certifications.

PSYCHOLOGY

Cambridge Assessment
International Education (CAIE)

9990



Why study AS & A Level Psychology?

Cambridge International AS & A Level Psychology encourages learners to think like a psychologist. The syllabus provides opportunities to explore key concepts and debates that underpin the subject of psychology and to develop the skills of interpretation, application, analysis and evaluation while studying a range of stimulating topics and real-world issues.

The syllabus engages with four core areas of psychology: biological, cognitive, social and learning while allowing students to deepen their knowledge through a choice of two options at Cambridge International A Level from clinical psychology, consumer psychology, health psychology or organisational psychology

The course encourages students to consider the relationships between psychological findings and everyday life.

What does the course cover? and How will I be assessed?

Stage	Component	Time and Marks	Skills assessed	Details	Weightage
AS Level	Paper 1 – Approaches, Issues and Debates	1 hour 30 mins 60 marks	AO1 Knowledge and understanding AO2 Application AO3 Analysis and evaluation	Section A: Short answer questions based on core studies (38 marks). Section B: Extended response and essay questions, based on core studies (22 marks).	50% of AS Level 25% of A Level
AS Level	Paper 2- Research Methods	1 hour 30 mins 60 marks	AO1 Knowledge and understanding AO2 Application AO3 Analysis and evaluation	Section A: Short answer questions and scenario-based questions (46 marks). Section B: A planning question divided into several parts (14 marks).	50% of AS Level 25% of A Level

A Level	Paper 3- Specialist Options: Approaches, Issues and Debates	1 hour 30 mins 60 marks	AO1 Knowledge and understanding AO2 Application AO3 Analysis and evaluation	Candidates answer questions from two specialist options. Each specialist option is out of 30 marks.	25% of A Level
A Level	Paper 4- Specialist Options: Application and Research Methods	1 hour 30 mins 60 marks	AO1 Knowledge and understanding AO2 Application AO3 Analysis and evaluation	Section A: Candidates answer questions from two specialist options. Each specialist option is out of 18 marks. Section B: A planning question divided into several parts (24 marks).	25% of A Level

CAREER PROSPECTS IN PSYCHOLOGY

Cambridge AS and A level Psychology offers a diverse range of career prospects across various fields, including:

- Clinical Psychology.
- Counseling Psychology.
- Educational Psychology.
- Industrial-Organizational Psychology.
- Forensic Psychology.
- Health Psychology.
- Neuropsychology.
- Research and Academia.
- Human Resources.
- Community Psychology.

These are just a few examples, and the field of psychology continues to evolve, offering new opportunities and specialties.



EDUCATION

SOCIOLOGY

Cambridge Assessment
International Education (CAIE)

9699



Why study AS & A Level Sociology

In a rapidly changing world, Cambridge International AS and A Level Sociology offers learners the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past.

The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way.

What does the course cover? (Main Themes/ Units)

Stage	Unit	Description
AS	Paper 1- Socialisation, identity and methods of research	This topic area has two central aims: first, to examine the role of socialisation in the creation of social identities; second, to introduce the basic methods of research, including concepts that can be used to evaluate the relevance and accuracy of sociological findings.
AS	Paper 2- Family	This topic area develops candidates' understanding of the family in a social context. The aim is to explore different sociological perspectives on the role of the family and family diversity, and to understand the way social change influences family life and different family members.

A

Paper 3- Education

Candidates investigate the processes of learning and education in their social context. The aim is to understand the factors affecting educational achievement and to recognise different perspectives on the role of education within wider society.

A

Paper 4- Globalisation

Candidates explore sociological debates and perspectives on the impact of globalisation. The aim is to make connections between the local and the global, a 'glocal' approach, and to examine emerging areas of sociology, such as new forms of global crime, global inequalities and recent global migration patterns.

A

Paper 4- Media

Candidates examine how the media is being transformed by recent developments, such as the growth of the new media, and the implications this has for the wider society. The aim is to understand where power lies in relation to the media and how individuals are influenced by media effects.

A

Paper 4- Religion

This topic area will develop candidates' understanding of religion in its social context. The aim is to study different explanations of the role of religion in society and to understand the nature of religious movements and the factors influencing the level of religiosity in particular communities.

How will I be assessed? (Paper Weightage for both AS and A Level)

Paper	Paper 1	Paper 2	Paper 3	Paper 4
Content	You will answer 4 questions. Section A: Three compulsory questions Section B: One essay (26 marks) from a choice of two	You will answer 4 questions. Section A: Three compulsory questions Section B: One essay (26 marks) from a choice of two	You will have 4 compulsory questions. Question 4 is an essay (26 marks)	You will answer two compulsory questions (35 marks) from two of the following sections (they must be from different sections) Section A: Globalisation Section B: Media Section C: Religion
Duration	1hr 30mins	1hr 30mins	1hr 15mins	1hr 45mins
Marks	60	60	50	70
Weightage	50% of AS Level 25% of A Level	50% of AS Level 25% of A Level	20% of A Level	30% of A Level

Career Prospects in Sociology

Cambridge AS and A level Sociology can open various career prospects across a range of fields. Some of the potential career paths one could pursue with a background in sociology include:

- Social Work
- Counseling and Therapy
- Human Resources (HR)
- Research and Academia
- Community Development
- Public Policy and Advocacy
- Market Research and Analysis
- Journalism and Media writer

ENGLISH

Cambridge Assessment
International Education (CAIE)

9093



Why study AS & A Level English

Cambridge International AS & A Level English Language develops a set of transferable skills. These include critical analysis; constructing arguments; presenting knowledge and understanding; and writing English in a balanced, articulate and fluent manner. Learners can apply these skills across a wide range of subjects and real-world situations. These skills will also equip them well for progression to higher education or directly into employment.

Moreover, this course encourages learners to be:

- confident, exploring texts and ideas with self-assurance, intellectual freedom and personal insight
- responsible, committing to their learning and developing linguistic expertise to better understand themselves, others and the wider community
- reflective, developing a keen and critical sense of themselves as users and consumers of language in a range of ever-changing contexts
- innovative, approaching tasks and texts with a combination of creative, original and flexible thinking
- engaged, recognising and interrogating the role language plays in matters of personal, social and global significance, and being prepared to apply this learning beyond the classroom

What does the course cover? (Main Themes/ Units)

AS Level Paper 1- Reading

Learners are encouraged to read widely throughout their programme of study, continually deepening their appreciation of an increasingly rich array of reading material. They should develop an intimate knowledge and understanding of the conventions and discourses associated with a diverse range of genres, styles and contexts. Furthermore, learners should continue to cultivate their personal relationship with reading, enabling them to respond reflectively, analytically, discursively and creatively, as is appropriate to the task or context.

AS Level Paper 2- Writing

Using their reading as inspiration, learners should explore and experiment with a similarly extensive variety of genres, styles and contexts in their writing. In addition to refining their ability to express themselves with precision and clarity of purpose, learners should become increasingly reflective writers, capable of adapting the style of their writing to fit a diverse range of forms, audiences, purposes and contexts.

A Level
Paper 3- Language Analysis

Learners should familiarise themselves with a comprehensive set of tools, strategies and conventions for studying language. This should include the following: developing frameworks for analysing and comparing unseen texts; assimilating a range of appropriate technical terminology; assessing, evaluating and synthesising sources of evidence; carrying out independent research into language concepts; contextualising their views in relation to theories; and understanding language data presented in the form of transcripts, tables and graphs.

A Level
Paper 4- Language Topics

In this paper, learners are encouraged to move beyond the practical application of English language, and to engage in a deeper consideration of a number of theoretical issues related to its use. Learners should develop their ability to engage in discussion on how the diverse forms of English that exist across the world interact both with one another and with other languages, and, how language use contributes to the construction and development of the self.

How will I be assessed? (Paper Weightage for both AS and A Level)

Paper	Paper 1	Paper 2	Paper 3	Paper 4
Content	Reading	Writing	Language Analysis	Language Topics
Duration	2hrs 15mins	2hrs	2hrs 15mins	2hrs 15mins
Marks	50	50	50	50
Weightage	50% of AS Level 25% of A Level	50% of AS Level 25% of A Level	25% of A Level	25% of A Level
Details	Candidates answer two compulsory questions: Question 1 in Section A, and Question 2 in Section B. Externally assessed	Candidates answer two questions: one compulsory question from Section A, and one question from a choice of three in Section B. Externally assessed	Candidates answer two compulsory questions: Question 1 in Section A, and Question 2 in Section B. Externally assessed	Candidates answer two compulsory questions each on a separate topic area: Question 1 in Section A, and Question 2 in Section B. Externally assessed

CAREER PROSPECTS IN ENGLISH

1. Writing and Editing

- Author/Novelist: Writing books, including fiction, non-fiction, or children's literature.
- Journalist: Reporting, writing, and editing news stories for newspapers, magazines, online media, or broadcast news.
- Editor: Reviewing and revising content for publication in books, magazines, websites, or other media.
- Copywriter: Creating persuasive, engaging content for advertisements, marketing materials, and websites.
- Technical Writer: Writing manuals, guides, and documentation for technical products and services.

2. Education

- Teacher/ Professor

3. Publishing

- Publisher: Overseeing the production and distribution of books, magazines, and digital content.
- Literary Agent: Representing authors to help them get published and negotiating contracts with publishers.
- Book Reviewer/Critic: Evaluating and writing about new books for newspapers, magazines, or websites.

4. Media and Communication

- Public Relations Specialist: Managing communication between an organization and the public, crafting press releases, and handling media inquiries.
- Content Strategist: Planning, developing, and managing content for websites, social media, and other digital platforms.
- Social Media Manager: Creating and curating content for social media platforms, engaging with audiences, and analyzing performance metrics.

Besides this, careers in the field of Creative Arts, Freelance and specialized roles like librarian, archivist and translator, can be pursued with English as a basic qualification.



GEOGRAPHY

Oxford AQA

9637



Course Description

The Oxford AQA A Level Geography course delves into the intricate relationship between humans and their environment, spanning local and global scales. It emphasizes understanding the processes shaping these environments and explores sustainable management strategies. The curriculum is balanced, covering both physical and human geography, with a focus on their interconnectedness.

What does the course cover? (Assessment Objectives)

AO1: Demonstrate knowledge and understanding: This objective assesses students' grasp of geographical concepts, processes, and interactions across various scales.

AO2: Apply knowledge and understanding: Students are evaluated on their ability to interpret, analyze, and evaluate geographical information and issues in different contexts.

AO3: Utilize fieldwork and quantitative/qualitative skills: This objective focuses on students' proficiency in investigating geographical questions, analyzing data, and drawing conclusions using

How will I be assessed? (Paper Weightage)

The syllabus is assessed through 4 papers

Paper	Weightage
Physical Geography 1	20%
Human Geography 1	20%
Physical Geography 2	20%
Human Geography 2	20%
Fieldwork and Skills	20%

Career Prospects in Geography

CAREER PROSPECTS IN GEOGRAPHY

Environmental Management: Contributing to conservation efforts and sustainable practices.

Urban Planning: Designing and developing cities for the future.

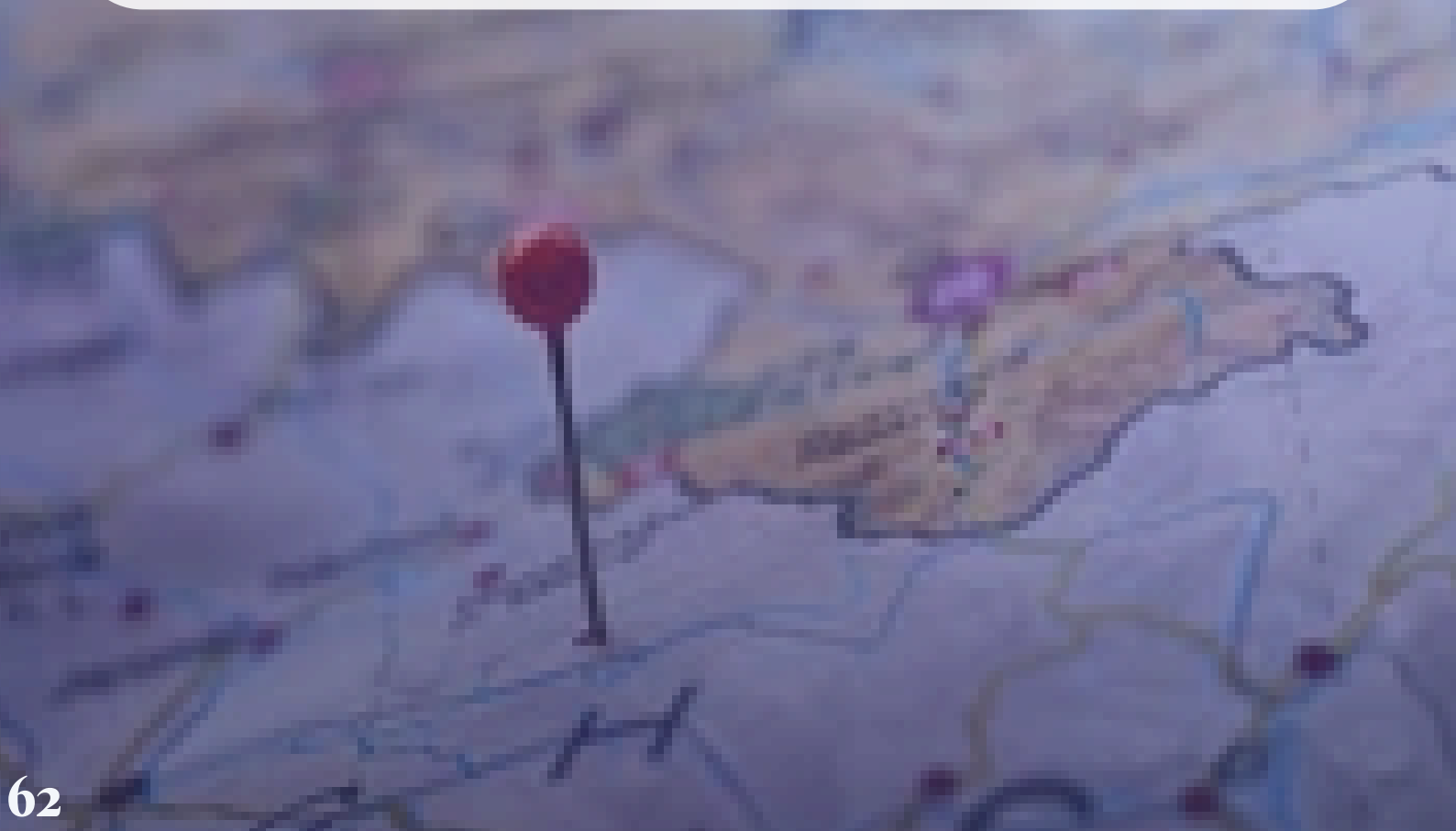
Cartography and GIS: Creating and analyzing maps and spatial data.

Teaching and Research: Educating others and advancing geographical knowledge.

International Development: Working on global issues like poverty and inequality.

Tourism and Hospitality: Promoting and managing travel experiences.

This course equips students with valuable skills in critical thinking, data analysis, and problem-solving, making them well-rounded individuals ready to tackle real-world challenges.





EDUCATION

GEOGRAPHY

Cambridge Assessment
International Education (CAIE)

9696





Course description:

This course explores the interactions between humans and their environment, delving into physical processes like weather patterns and landforms, as well as human activities such as population dynamics, migration, and urbanization. It emphasizes understanding the causes and effects of environmental change, the importance of sustainable management, and the use of geographical analysis to address real-world problems.

Assessment Objectives:

AO1 Knowledge: Demonstrating geographical knowledge and understanding.

AO2 Understanding and Application: Applying knowledge to interpret and analyze data and explain patterns and processes.

AO3 Skills: Demonstrating skills in interpreting maps, graphs, and other data, and communicating geographical information.

AO4 Evaluation: Critically evaluating geographical information, processes, and events.

How will I be assessed? (Paper Weightage)

The syllabus is assessed through 4 papers

Paper	Weightage
Paper 1: Core Physical Geography	25%
Paper 2: Core Human Geography	25%
Paper 3: Advanced Physical Geography Options	25%
Paper 4: Advanced Human Geography Options	25%

Career Prospects in Geography

A geography degree opens up careers in a range of fields, including those in the education, commerce, industry, transport, tourism and public sectors. You'll also have many transferable skills, attracting employers from the business, law and finance sectors. Employers include: the armed forces, the Civil Service, environmental consultancies, environmental protection agencies, information systems organizations, local government, Ministry of Defense, private companies, utility companies.

Jobs directly related to Geography degree are Architectural technologist, Business analyst, Cartographer Data analyst, Environmental consultant, Geographical information systems officer, Secondary school teacher, social researcher, Town Planner.

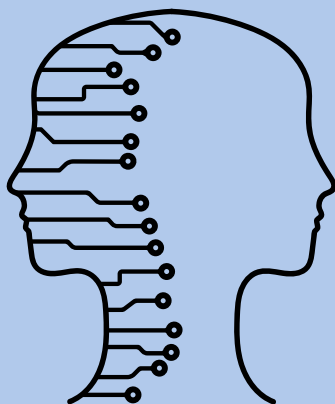
Step into Sixth Form

◆————◆

Your Future Begins Here

2025-26

The Westminster School



Sixth Form Admission

A Glimpse of the Admission Policy

4.3 Sixth Form

Admission to Year 12 and 13 is competitive and is based upon performance in Board Examinations (IGCSE and AS Levels). Preference is given to the existing students of the school who are outstanding performers in the IGCSE Level Examinations. Students from other schools are only considered after TWS students have been offered a place.

The minimum requirement for admission into Year 12 is achieving at least five grade Bs at IGCSE level (equivalent to Grade 7 at GCSE), with a minimum grade of B (equivalent to 7) or above in the chosen AS Level subjects.

Places will be awarded based on a thorough evaluation of grades, school reports, performance at the interview stage and availability in their chosen subjects. If successful a conditional offer will be made and will be confirmed upon submission of final IGCSE/GCSE/AS grades in the month of August. In the case where a subject is over-enrolled with students achieving the minimum grade, places will be awarded using the marks achieved in the relevant IGCSE with higher marks given preference.

Students who were enrolled at The Westminster School in Year 11 but did not meet the full AS level entry requirements yet achieved five grades A*- C at GCSE in their chosen AS Level subjects will have the option

to select three subjects from a specified range. Those not achieving five grades 5A*- C but meeting UAE equivalency criteria will be offered foundation courses or vocational courses in BTEC. Additionally, students failing to meet the MOE equivalency criteria will have the opportunity to do 5 GCSEs (Maths, English, Double Science, and Business Studies) plus Year 12 Arabic and Islamic in Year 12.

Category	Progression Pathway to A Level	Remark
Students scoring minimum 5 A*-B	Full A Level Pathway	<ul style="list-style-type: none"> Students can choose maximum four or minimum three subjects from full range of AS/A Level Subjects Student must score A *-B in the chosen subjects
Students scoring minimum 5 A*-C	Alternative - A Level Pathway	<ul style="list-style-type: none"> Students can choose maximum three AS/A Level subjects from the limited options mentioned below- IT/Economics/Accounting/Business/Psychology/Sociology/Geography
Below 5 A*-C and students meeting UAE Equivalency Criteria	Alternative - A Level Pathway	<ul style="list-style-type: none"> Foundation Course- Blended AS/A Levels (Sociology, Psychology, Business and Accounting) and International BTEC Level 3 Business or International BTEC Level 3 Information Technology)
	International BTEC Level 3 (Vocational Qualification)	International BTEC Level 3 Business and International BTEC Level 3 Information Technology.
Students not meeting MOE Equivalency Criteria	Alternative - Pathway	<ul style="list-style-type: none"> Students can do 5 GCSEs (Maths, English, Double Science, and Business Studies) plus Year 12 Arabic and Islamic in Year 12.

Sixth Form Admission Requirements A Levels

All Students must meet the minimum admission requirement for subject chosen.

Subjects	Admission Requirements
Chemistry	A * to B in respective Subjects
Physics Biology, IT Economics	A * to B in respective Subjects and Math
Computer Science	IGCSE CS A* - B in CS Paper 2 (Practical) and Math
Mathematics	ONLY Extended Math A * to B
Psychology	A * to B in Psychology and Biology
Geography	A * to B in respective Subjects and English Language
Accounting	
Business Studies	
Sociology	

Mandatory subjects

Arabic A
OR

any one skill program from
the following

- Cambridge international Project qualification
- IELTS
- Art and Design
- Cognitive behavior therapy
- Basics of Programming
- Digital Marketing
- Health and Wellness Coaching
- 3 D printing

Students can also choose a minimum of 3 or a maximum of 4 subjects. If you intend to choose a maximum of three subjects, please choose any one subject under each subject block.

Three Subjects Options

Subject 1	Subject 2	Subject 3
Mathematics	Chemistry	Biology
English	Business Studies	Accounting
Geography	Psychology	Physics
Physics	Computer Science	English
Chemistry	IT	Sociology
Economics	Economics	Business Studies

Four Subjects Options

Options	Subject 1	Subject 2	Subject 3	Subject 4
Option 1	Maths Or Computer Science	Physics	Chemistry	Biology
Option 2	Maths Or Computer Science	Physics	Chemistry	Biology

Eligibility for four subject option is restricted to those who attain A or A* grades in all the relevant subjects



Sixth Form Admission Requirements Blended A Levels

Students can also choose either of BTEC IT of BTEC Business .

Mandatory subjects

**Arabic A
OR**

Any one skill program from the following

- **Cambridge international Project qualification**
- **IELTS**
- **Art and Design**
- **Cognitive behavior therapy**
- **Basics of Programming**
- **Digital Marketing**
- **Health and Wellness Coaching**
- **3 D printing**

Blended A Level Subject Options BTEC International Level 2

**BTEC Level 2- IT
OR
BTEC Level 2 - BS**



EDUCATION

BTEC

Handbook

2025-26





About BTEC



BTECs are career-focused qualifications taken by over 1 million learners every year and are recognised in more than 70 countries worldwide.

5 benefits of studying a BTEC

- A sterling reputation
- Career Focused Route
- Employers value BTEC qualifications
- More practical qualifications
- An excellent way to progress into university

WHAT BTEC COURSES ARE AVAILABLE?

Below is the range of BTEC qualifications you can choose from, their equivalents, and where they can lead you.

Entry	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Equivalent to:	GCSE		A level / T level	University year 1	University year 2	University year 3	

BTEC Level 2- IT
OR
BTEC Level 2 - BS

BTEC A UNIVERSITY

BTEC Level 3 Nationals qualify for UCAS points towards your university application in the same way as A levels and AS levels. This chart shows how many points each BTEC National is worth, based on the grade you achieve.

BTEC National Grade	Certificate	Extended Certificate & Subsidiary Diploma	Foundation Diploma
D* - Distinction*	28	56	84
D - Distinction	24	48	72
M - Merit	16	32	48
P - Pass	8	16	24

If you're also studying for A levels and want to compare UCAS points, here's a quick guide:

Grade	A level	AS level
A*	56	-
A	48	20
B	40	16
C	32	12
D	24	10
E	16	6

BTEC National Grade	90-credit Diploma	Diploma	Extended Diploma
D*D*D*	-	-	168
D*D*D	-	-	160
D*D	-	-	152
DDD	-	-	144
DDM	-	-	128
DMM	-	-	112
D*D*	84	112	-
D*D	78	104	-
DD	72	96	-
DM	60	80	-
MMM	-	-	96
MMP	-	-	80
MM	48	64	-
MPP	-	-	64
MP	36	48	-
PPP	-	-	48
PP	24	32	-

BTEC International Level 3

BTEC International Level 3 offers learners aged 16 and above the knowledge, understanding and skills that they need to prepare for a career, continue in further education, or progress to higher education.

Why BTEC International Level 3?

- Available in a range of sectors for learners who wish to explore a work-related qualification or specific industry area
- Offers learners industry knowledge, transferable skills and behaviours to prepare them for a career or to continue education
- Flexible and modular course structure to fit in with existing curriculum requirements
- Recognised by many universities and Higher Education Institutes worldwide, as an entry qualification to relevant first year degree and Higher National programmes
- ENIC-benchmarked to show comparability against the UK and European qualification frameworks (England's RQF and European EQF). Find more information on ENIC benchmark (PDF, 403 KB)
- Delivered in schools and colleges in 50 countries
- Available in 5 sizes:

BTEC sizes	Equivalent International A level sizes
Certificate (180 GLH*)	International Advanced Subsidiary
Subsidiary Diploma (360 GLH)	International A level
Foundation Diploma (540 GLH)	International A level + International Advanced Subsidiary
Diploma (720 GLH)	2 International A levels
Extended Diploma (1080 GLH)	3 International A levels

The demand for workforce skills is increasing and the need for global certification in technical and vocational areas is growing. BTEC qualifications are uniquely placed to respond to these skills gaps by providing practical skills assessment and up-to-date career-focussed education in traditional and emerging sectors.

BTEC International Level 2

BTEC International Level 2 offers learners aged 14 and above the knowledge, understanding and skills that they need to prepare for a career or continue in further education.

Why BTEC International Level 2?

- Available in a range of sectors for learners who wish to explore a work-related qualification or specific industry area
- Offers learners industry knowledge, transferable skills and behaviours to prepare them for a career or to continue education
- Flexible and modular course structure to fit in with existing curriculum requirements
- Delivered at schools and colleges in 50 countries
- Available in 3 or 4 sizes:
 - **Award**
 - **Certificate**
 - **Extended Certificate**
 - **Diploma**



Business



IT

The demand for workforce skills is increasing and the need for global certification in technical and vocational areas is growing. BTEC qualifications are uniquely placed to respond to these skills gaps by providing practical skills assessment and up-to-date career-focussed education in traditional and emerging sectors.



EDUCATION

BUSINESS

**Pearson BTEC
International Level 2**

Why study BTEC Level 2 Business?

The BTEC Level 2 Business course is designed to introduce students to the basic concepts and principles of business operations. It prepares students for further study in the business field or for entry-level positions in various business environments.



What does the course cover? (Main theme/Units)

- | | |
|---------------------------------------|-------------------------------|
| 1. Business Purposes | 4. People in Organizations |
| 2. Business Organizations | 5. Using Office Equipment |
| 3. Financial Forecasting for Business | 6. Providing Business Support |

These units introduce students to the foundational aspects of running and supporting a business, including understanding different business types, basic financial practices, and office management.

How will I be assessed? (Assessment structure for BTEC Level 2)

The BTEC Level 2 Business course assessment includes both coursework and practical assignments. Students are assessed based on their ability to apply theoretical knowledge in practical scenarios, ensuring they are ready for progression to more advanced studies or into the workforce.

Career Prospects with Business BTEC Level 2

Completing the BTEC Level 2 Business qualification helps students to develop skills that are directly applicable to the workplace. It provides a pathway to Level 3 studies or entry-level roles such as administrative assistants, customer service operatives, or sales support personnel.





EDUCATION

BUSINESS

**Pearson BTEC
International Level 3**

Why study BTEC International Business

Studying BTEC International Level 3 Business provides students with practical skills and knowledge that prepare them for higher education or direct entry into the business world. The course emphasizes hands-on learning through projects and assignments that reflect real-world business scenarios.



What does the course cover? (Main theme/Units)

The BTEC International Level 3 Business course covers a range of topics designed to provide a comprehensive understanding of business operations and management. The main themes and units include:

- | | |
|---|------------------------------|
| 1. Exploring Business | 6. Principles of Management |
| 2. Research and Plan a Marketing Campaign | 7. Business Decision Making |
| 3. Business Finance | 8. Human Resources |
| 4. Managing an Event | 9. Team Building in Business |
| 5. International Business | 10. Digital Marketing |

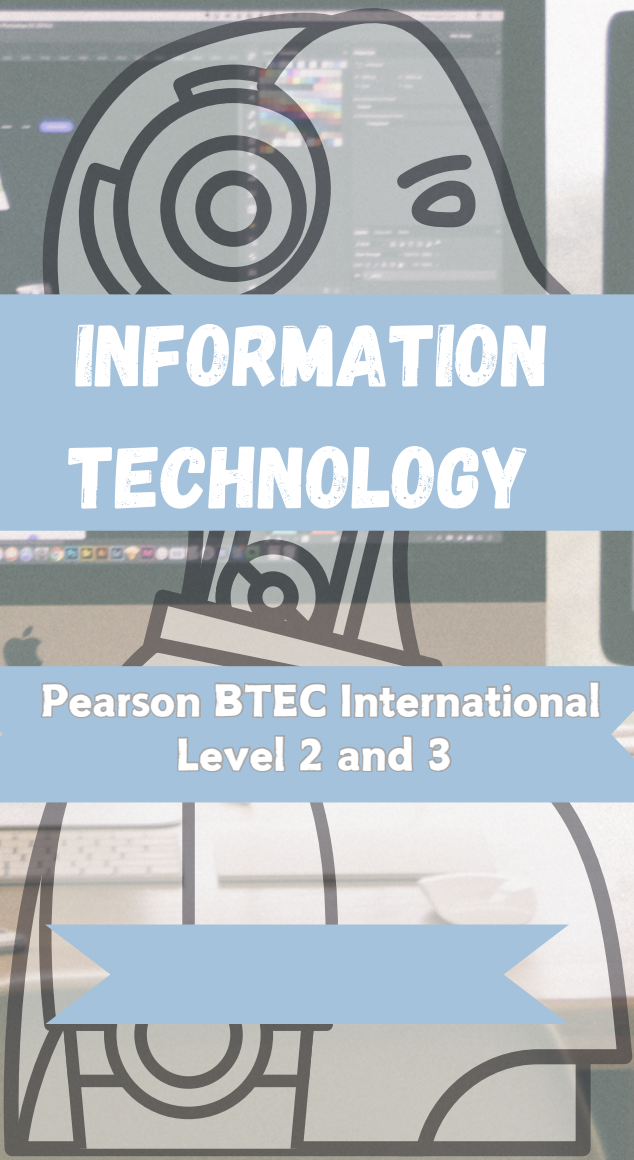
These units cover essential concepts such as business objectives, market research, financial planning, event management, and the impact of global factors on business operations.

How will I be assessed? (Assessment structure for BTEC International Business)

The assessment for BTEC International Level 3 Business consists of internal assignments and Pearson Set Assignments (PSAs) that are designed to evaluate the students' understanding and application of business concepts. The course is assessed through a combination of written reports, presentations, practical tasks, and project-based assignments.

Career Prospects with Business BTEC International Business

A qualification in Business opens up a wide range of career opportunities in various sectors. Students can pursue higher education in business, management, finance, marketing, and entrepreneurship. Career prospects include roles such as business analyst, marketing manager, financial advisor, human resource manager, and entrepreneur. The skills and knowledge gained from this course are highly valued in the business world, providing a strong foundation for future success.

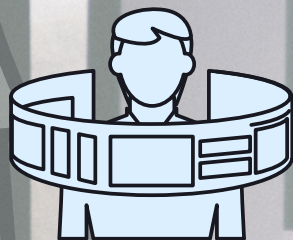
A large, stylized line-art graphic of a robot head is centered in the background. The robot has a circular head with concentric circles for eyes, a small antenna on the left side, and a rectangular body with a circular base. It is positioned behind a computer monitor and keyboard.

INFORMATION TECHNOLOGY

**Pearson BTEC International
Level 2 and 3**

Why study BTEC International Information Technology

BTEC International course in IT is designed for learners who are interested in a basic introduction to the study of IT alongside other fields of study, with a view to progressing to a wide range of higher education courses. Learners will develop a common core of IT knowledge and study areas such as managing and processing data to support business and using IT to communicate and share information.



What does the course cover? (Main theme/Units)

The BTEC International Level 3 Information technology course covers a range of topics designed to provide a comprehensive understanding of IT related concepts and practices. Units are classified as mandatory and optional. The main themes and units include:

1. Information Technology Systems (Mandatory)
2. Creating Systems to Manage Information (Mandatory)
3. Using Social Media in Business
4. Programming
5. Data Modelling

6. Website Development (Mandatory)
7. Mobile Apps Development
8. Computer Games Development
9. IT Project Management
10. Big Data and Business Analytics

11. Cyber Security & Incident Management (Mandatory)
12. IT Technical Support and Management
13. Software Testing
14. Customizing and Integrating Applications
15. Cloud Storage and Collaboration Tools

16. Digital 2D and 3D Graphics
17. Digital Animation and Effects
18. The Internet of Things
19. Enterprise in IT
20. Business Process Modelling Tools

21. Introduction to Artificial Intelligence (AI)
22. Introduction to Robotics and Automation
23. Emerging Trends and Technologies
24. Technical Fundamentals for Computing Professional
25. Full Stack Development

How will I be assessed? (Assessment structure for BTEC IT)

The assessment for BTEC International Level 3 Information Technology consists of internal assignments and Pearson Set Assignments (PSAs) that are designed to evaluate the students' understanding and application of information technology concepts. The course is assessed through a combination of written reports, presentations, practical tasks, and project-based assignments.

Assessment Structure

- Mandatory units will be assessed by Pearson Set Assignments.
- Optional units are internally assessed.

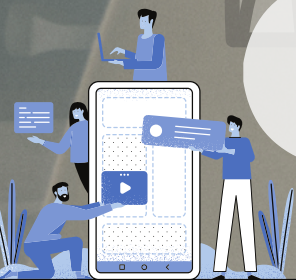
Resource requirements

For mandatory units and practical units, learners must have access to IT systems typically found in schools, colleges, and offices such as:

- personal computers.
- office productivity applications, for example word processing, databases, spreadsheets.
- network connectivity.
- internet access.
- hardware and software allowing the function of database/spreadsheet resources.

Career Prospects with Business BTEC International Level 3

With a BTEC Level 3 qualification in Information Technology, numerous career paths unfold across diverse sectors. Graduates can progress their qualification into further education in fields like computer science, software engineering, cybersecurity, and network administration. Exciting career avenues await, including positions such as IT support specialist, software developer, cybersecurity analyst, network administrator, and systems engineer. The skills and expertise acquired through this program are greatly sought after in the ever-evolving realm of Information Technology, laying a robust groundwork for prospective achievements.



The background is a map of Europe with several red pushpins placed on various cities, including London, Amsterdam, Berlin, and Barcelona. A large, stylized white hand is shown pointing towards the map. A green banner with a white border is positioned across the middle of the map.

TRAVEL AND TOURISM

**Pearson BTEC International Level 3
and Level 2 Qualifications**

Why study BTEC International Level 3 and Level 2 Qualifications in Travel and Tourism?

The importance of travel and tourism extends far beyond leisure and relaxation. Travel fosters cultural exchange by bringing people from different backgrounds together. It allows individuals to immerse themselves in new cultures, traditions, languages, and cuisines, thereby promoting global harmony and cooperation. Travel and tourism play a multifaceted role in promoting economic growth, cultural exchange, environmental conservation, and overall well-being.



The travel and tourism industry is one of the fastest-growing sectors globally, offering a wide range of career opportunities. Studying travel and tourism can be a fulfilling choice for those who have a passion for exploring the world, connecting with people from different cultures, and contributing to an industry that brings joy and enrichment to millions of travelers worldwide. Tourism is of major importance to the global economy. In BTEC Level 2 and Level 3 Diploma qualification focuses on combining practical knowledge and understanding of concepts with hands-on practical experiences through vocational assignments. The qualification allows learners to develop the skills needed to examine, interpret and analyze a variety of statistics that measure the importance of tourism to their country.

What does the course cover? (Main theme/Units)

Students are introduced to key concepts, sustainable practices and commercial aspects of the tourism industry. The content of these qualifications have been designed to support progression to particular roles in the travel and tourism sector. The qualification content has been designed in consultation with employers, professional bodies and higher-education providers to ensure that the content is appropriate for the progression routes identified.

The learning program covers the following mandatory content areas:

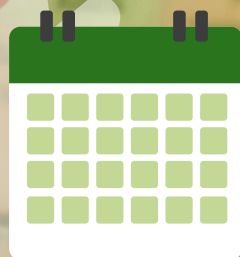
- The travel and tourism industry
- Types of destinations
- Customer services
- Research
- Managing accommodation services
- Specialist tourism
- Sustainable tourism
- Destination marketing

How will I be assessed? (paper weightage for both AS and A Level)?

The learning content and learning hours of BTEC Level 3 Travel and Tourism is equivalent in size to two International A Levels. BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. At least nine units, of which five are mandatory and two are assessed by set assignment. Mandatory content (67%). All the units will be internally assessed through a variety of assessment styles but mainly assignments and practical projects based to assess the learning of each unit. All units in the sector are internally assessed and subject to external standards verification.

Career Prospects with BTEC International Level 3 and Level 2 Qualifications in Travel and Tourism

The travel and tourism industry is one of the fastest-growing sectors globally, offering a wide range of career opportunities. From working in hotels, airlines, cruise lines, event planning, destination management, to becoming a travel agent or tour guide, there are numerous career paths to explore within the industry. Courses typically incorporate practical skills such as customer service, communication, sales, marketing, and management, which are highly transferable to other industries as well.



The course content of BTEC Level 2 and Level 3 Diploma in Travel and Tourism have been designed to support progression to particular roles in the travel and tourism sector, either directly into entry-level roles linked to these occupational areas or through higher university degree qualifications.

