

THE SIXTH FORM

CURRICULUM INFORMATION BOOKLET

2010 - 2011

JERUDONG INTERNATIONAL SCHOOL

Welcome from the Principal



This booklet is designed to help Year 11 pupils make sensible choices about their Sixth Form studies. It is important that they choose a suitable A-level programme. A-levels are understood and accepted by universities in Brunei and overseas as evidence of high academic achievement. JIS offers a broad range of subjects at A-level and provides guidance on entry to higher education in many different countries.

University admissions tutors expect to see coherence in the choice of subjects, since many disciplines support each other. The tutors are not inflexible, however. If a pupil takes Mathematics, Biology and Chemistry as a preparation for medicine, the fourth subject might possibly be English. A pupil will have access to all science disciplines at university by studying Mathematics, Biology, Physics and Chemistry. On the Arts side, there are subjects such as Law and Philosophy that are not normally studied at school. Tutors like to see a literary subject such as English or History at A-level. Mathematics is well viewed since it demonstrates an ability to reason.

The process of choosing A-levels can be protracted. It is vital to make the right decisions. Choices made now will narrow the range of options in two years' time considerably. A-level requirements for certain university disciplines can be checked on the Internet. These are generally not too prescriptive, but it is important not to make any obvious blunders.

Sixth Form studies should be enjoyable. At last pupils have the chance to study the subjects they like and in which they perform well. Study at this level will be challenging and intellectually stimulating. The next two years should be a time when students read around their subjects. They should not focus solely on examination syllabuses. They should try to keep abreast of what is happening in the world, read the newspapers and expect to be questioned on topical issues.

I hope you find the information presented here helpful. I wish our pupils every success in the years ahead.

John Price
Principal and Chief Executive

Welcome from the Head of Sixth Form



The Sixth Form at JIS is a friendly and stimulating environment in which you can continue your studies. We offer a combination of excellent teaching, expert counselling and sound advice to ensure that you are able to develop your full academic and personal potential.

You will benefit from the expertise of highly qualified academic staff and a supportive system of pastoral care through daily contact with a tutor who works closely with the Sixth Form Leadership Team. It is our aim to make the Sixth Form experience as challenging, fulfilling and enjoyable as possible.

There are approximately 300 students in the Sixth Form representing more than thirty different nationalities. A sizeable number of these students are boarders. The international nature of our Sixth Form helps all students to broaden their horizons and to gain a real understanding of a wider world. The cosmopolitan thinking generated by our multi-national community has a tremendously positive influence, both academically and socially.

There is no such thing as a 'typical' JIS student. However, we expect all of our students to have a desire to do well, to develop an understanding of their subjects and to strive to fulfil their potential. We want Sixth Form students to achieve their goals in ways that respect the needs and rights of others.

The JIS Sixth Form students take their position as the most senior students in the school very seriously, and are afforded opportunities to take initiative and leadership roles within a structured framework. Many of our young people go on to strongly impress admissions tutors in prestigious universities around the world.

David Hobday
Head of Sixth Form

Higher Education and Careers Guidance

The school puts a high priority on guiding and assisting students through the process of applying to university and managing their own career development. Students are challenged to aim high, within their capabilities, and are well informed about how to maximize their chances of gaining places at leading universities worldwide. The vast majority of our recent graduates secured places at universities in the Top 200 in the world (as ranked by the *Times Higher Education Supplement*). Out of approximately 75% of graduates who applied to study in the United Kingdom, 25% entered Top 10 universities, 51% entered Top 20 universities and 93% gained entry to Top 50 UK institutions.

Students who were in the Upper School at JIS had opportunities to explore career interests by using the school's careers counselling service and through completing careers questionnaires in Years 9, 10 and 11. Additionally, all Year 11 students had the opportunity to subscribe to Futurewise, a scheme offered by the Independent Schools Careers Organisation. Its main feature is the Morrisby Profile, one of the most accurate and respected psychometric tests available. Membership of the Futurewise scheme lasts until the student is twenty-three years of age.

Students who join the JIS Sixth Form from other schools should take advantage of the school's careers counselling service, to assist in establishing their career and higher education goals. There are opportunities in Year 12 and 13 for students to subscribe to Futurewise and undertake the Morrisby profiling. More information on the benefits of the programmes and the related costs will be provided at that time.

All students are issued with a Passport to Higher Education folder at the beginning of Term 2 in Year 12. The folder contains a range of generic information and is personalized by each student via selection of pertinent, country specific and career specific information which they add to their folder which can then be updated at any time throughout the year. In addition, all Sixth Form students are provided with a secure electronic folder on the school network into which they are encouraged to build a store of Higher Education and Careers related documents for ease of reference and use of web links contained in the Passport to Higher Education information. A Year 12 Higher Education evening is held in late January, which is an important forum via which information is disseminated to parents and students regarding application procedures to universities around the globe.

A key element of the Higher Education (HE) offering at JIS is an Higher Education ASA run during lunchtimes three days per week and during ASA 1 on Tuesdays and Thursdays, or during one of three directed study lessons for students in that line on the timetable.

The purpose of the Higher Education ASA is to guide students through the complex process of researching their options and deciding what and where to study at tertiary level. Experienced staff from the Higher Education faculty lead these sessions which are a combination of structured (predominantly online) activities and one to one counselling and assistance. The ASA is run through the second and third terms of Year 12 and the first term of Year 13, when applications are actually made and submitted to institutions in the northern hemisphere. It is during these sessions that students applying will write and refine their all important personal statements (or application essays) under the watchful eyes of the Higher Education faculty staff members.

Specialist booklets containing both higher education advice and careers information are available for architecture, art and design, engineering, law, science and medicine. Specialist briefings in these fields are held in Term 2. There are numerous education exhibitions held throughout the year outside of school which students are encouraged to attend, such as the UK Education Exhibition at which thirty or more UK universities are represented. Early in Term 1, JIS hosts an annual Careers Carousel, at which numerous professionals visit JIS to give presentations about their chosen careers and delineate career opportunities within their profession. The Careers Carousel offers students an excellent opportunity to discover from the experts the realities of working in a particular field and they are encouraged to actively engage the speakers who attend on the day. Additionally, throughout the year the careers counselling service organises visiting speakers and careers trips covering a range of careers.

Higher Education and Careers staff attend all Sixth Form parent-teacher evenings. Appointments can be made for those evenings by contacting Amy Lai, the Higher Education, Careers and Sixth Form secretary. Parents are always welcome to make appointments for a longer chat when HE/Careers staff are not teaching, and should contact Amy in the first instance.

A drop-in Careers ASA runs on Tuesday afternoons from 2:30 – 3:30 p.m. All students and parents are welcome to attend without making an appointment to ask questions and discuss any careers issue. This slot is also used from time to time for careers talks by visiting speakers.

Finally, the faculty offers opportunities for work attachments across a range of careers for students during Activities Week in Term 3 and after IGCSE, AS and A-level examinations. This excellent scheme gives students first hand experience of their prospective career and opportunities for networking with professionals.

General Information

GENERAL CONTACTS

Mailing address:

PO Box 1408
Bandar Seri Begawan BS8672
Brunei

Street address:

Jalan Universiti
Kampong Tungku
Bandar Seri Begawan BE2119
Brunei

Telephone: +673 241 1000

Website: www.jis.edu.bn

Facsimile: +673 241 1010

Email: enrol@jis.edu.bn or office@jis.edu.bn

The Boarding House

Telephone: +673 241 1000 (ext 3110)

Head of Sixth Form:

David Hobday david.hobday@jis.edu.bn ext 1406

Deputy Head of Sixth Form

Tony Pluck tony.pluck@jis.edu.bn ext 1405
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Dean of Higher Education

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Sixth Form Secretary

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Principal's secretary

Nor Abdullah nor.abdullah@jis.edu.bn ext 1115

Accounts Department

Lim Choong Ling choonling.lim@jis.edu.bn ext 1311
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Admissions Office

Lynn Payne lynn.payne@jis.edu.bn ext 1214
Adinah Salleh adinah.salleh@jis.edu.bn ext 1206
Catherine Liew catherine.liew@jis.edu.bn ext 2208

Stationery and Uniform Shop

Liza Sheriff liza.sheriff@jis.edu.bn ext 1302

TERM DATES

TERM 1

Tuesday 31 August – Friday 15 October 2010
Monday 25 October – Friday 10 December

MID TERM BREAK

Saturday 16 October – Sunday 24 October

TERM 1 BREAK

Saturday 11 December 2010 – Monday 3 January 2011

TERM 2 (provisional)

Tuesday 4 January – Wednesday 2 February 2011
Monday 7 February – Friday 18 March

MID-TERM BREAK

Thursday 3 February – Sunday 6 February

TERM 2 BREAK

Saturday 19 March – Sunday 3 April

TERM 3 (provisional)

Monday 4 April – Friday 27 May
Monday 6 June – Friday 8 July

MID TERM BREAK

Saturday 28 May – Sunday 5 June

TIMES OF THE DAY

Monday and Wednesday

7:40 am - 3:00 pm
Morning break: 10:15 - 10:35 am
Lunch: 12:05 - 12:45 pm
After School Activities: 3:15 - 4:45 pm

Tuesday

7:40 am - 2:15 pm
Morning break: 10:15 - 10:35 am
Lunch: 12:05 - 12:45 pm
After School Activities: 2:30 - 4:15 pm

Thursday

7:40 am - 2:30 pm
Morning break: 10:00 - 10:20 am
Lunch: 12:25 - 1:00 pm
After School Activities: 2:45 - 4:30 pm

Friday

7:40 am - 2:30 pm
Morning break: 10:00 - 10:20 am
Lunch: 12:25 - 1:05 pm
After School Activities: 2:45 - 3:30 pm

Note: Boarding House students depart at 3:00 pm each Friday.

UNIFORM

The Uniform is available for purchase from the Stationery and Uniform Shop on the school site. Please be advised that the shop only accepts cash or cheque purchases.

Girls

White collar blouse (short sleeves) - \$30
White collar blouse (long sleeves) - \$35
Short tartan skirt - \$40
Long tartan skirt - \$45
School tie - \$18
Black shoes and white socks

Boys

White collar shirt (short sleeves) - \$30
White collar shirt (long sleeves) - \$45
Navy blue trousers - \$40 - \$45
School tie - \$18
Black leather belt
Black shoes and white socks

Physical Education uniform (for both girls and boys)

Polo shirt - \$25 - \$30
Blue knit shorts - \$30
Blue sweatpants - \$40
Appropriate footwear (ie trainers)

Enrolment Information

ADMISSIONS POLICY

Students are admitted to Jerudong International School on the basis of an interview with the relevant Head of School and the Head of Admissions and performance in a Cognitive Ability Test (CAT). This occurs from Year 6 only; Junior School students have an assessment with the Head of Junior School. From Kindergarten to Year 11 the school is generally not selective. However, applicants not suited to the broad academic curriculum offered by the school are unlikely to be offered a place. Students in the Upper School are expected to be capable of following GCSE courses to completion at the end of Year 11. At Sixth Form level it is a requirement that students have achieved a good standard in their GCSEs, O Levels or other equivalent examinations. Limited special needs support is available. Support is also given, where necessary, to students whose first language is not English.

APPLICATION PROCESS

The first stage in enrolling your child is to collect and complete an Application form package. You can download these forms from our website, collect them from the Admissions Office anytime from 8:00 am – 3:30 pm, Monday to Friday or request that we mail, email or courier the forms to you.

To complete the application form you will need to fill out a Health History form, a language option form and an ICT Agreement form. You must also include a photocopy of your child's latest school report, three passport sized photographs, a copy of the student's identity card (IC) (if applicable) and the details of their passport. If these documents are not available, then a copy of the student's birth certificate is required. If you are a Bruneian citizen or permanent resident and qualify for a Brunei government subsidy, then we also require a copy of the qualifying parent's IC card.

It is important that all relevant questions are answered on the application form, particularly about the extent of your child's tuition in an English medium school and information about any special learning needs that your child has (with accompanying reports and assessments).

The final page of the Application for Admission form lists the Terms and Conditions of Enrolment at Jerudong International School. It is important that these are read carefully before you sign the form.

Forward the application form to the Admissions Office once it has been completed. We regret that we cannot accept facsimiled application forms. There is a B\$200 application fee to be paid when the forms are submitted. A receipt will be issued for you to claim reimbursement from your employer (if applicable). Overseas applicants can pay the application fee upon arrival in Brunei or arrange a bank transfer.

ASSESSMENT AND TESTING

The Head of Sixth Form assesses each application. Entrance to the Sixth Form is based on academic grades. Students should have attained at least a B grade in the subjects that they wish to study at A-level. Subject specific entrance tests may be taken if there is inadequate information about the student's ability to meet the academic demands of the A-level programme or the student is coming from a non-British curriculum background.

Enrolment into the Sixth Form closes one month after each course commences.

THE INTERVIEW

All secondary aged students meet with the Head of Sixth Form for an interview. Each interview takes approximately fifteen minutes and gives your child an opportunity to talk about their interests, ask questions about the school and discover more about the structure of the school and its academic programme. Students select their subjects in consultation with the Head of Sixth Form during this interview.

ARRANGING A TOUR

The Admissions staff are happy to show you the school site at any time during office hours (8:00 am - 3 :30 pm, Monday – Friday). Boarding House tours are available before 2:00 pm most days. Each tour takes approximately twenty five minutes. Please phone to make an appointment.

FINALISING THE ENROLMENT

You will be notified by the Head of Admissions either at the end of the interview process or a few days later regarding the enrolment of your child. Successful applicants receive a formal letter of offer, car passes to enter the school grounds and an endorsed Student Pass* application (for non-Bruneian students). There is an acceptance form attached to the offer letter that needs to be signed and returned to the Admissions Office to formally complete the enrolment process.

STUDENT PASS*

All foreign students are required by the Brunei Government to have a Student Pass in order to study in Brunei. The form has to be endorsed by the school and countersigned by the Principal. The form is available from the Admissions Office or directly from the Ministry of Education. The application process for Boarding House students whose family resides outside of Brunei is handled by an agent retained by the school. The agent charges a fee in addition to the cost of the Student Pass.

Curriculum Information

Sixth Form students pursue GCE Advanced Level (AS/A2) courses at JIS. Students enter the two year A-level programme in August each year and select up to four subjects from a range of approximately twenty three subjects that we offer.

Year 12 is open to those students who meet our entry requirements of at least five passes in their chosen GCSE courses (A* to C), have an aptitude in their chosen A-level subject (A* to B) and an attitude towards study that will allow them to succeed academically. GCE A-level courses, by their very nature, are very demanding and entry to Year 12 has, therefore, a competitive element to it.

We offer three programmes of study in the Sixth Form.

Most of our students follow Programme 1 which is a full two year A-level programme consisting of four A-level subjects and core studies that commences in August each year. However, we do recognise that there will be some students who would suit an alternative programme which is slightly less demanding. These students, therefore, study Programme 2 which consists of three full A-levels, together with AS Level Mathematics and core studies or Programme 3 which consists of three full A-level subjects, IELTS and the Universities Award.

External students are expected to have at least a C grade in O Level Mathematics and English Language (or equivalent) to be offered a place in the Sixth Form.

Programme	Course studied	Expected Entry Requirements
1	4 AS/A2 + Core Studies.	GCSE grade B or higher in all 4 AS/A2 subjects to be studied. Overall 5 Bs or above.
2	3 AS/A2 + Core Studies + AS Mathematics over 2 years	GCSE grade B or higher in all 3 AS/A2 subjects to be studied. Overall 5 Cs or above.
3	3 AS/A2 + IELTS + Universities Award	GCSE grade B or higher in all 3 AS/A2 subjects to be studied. Overall 5 Cs or above.

A-levels are divided into two equal parts: the AS and the A2. The AS is studied in Year 12, is made up of two units and is a qualification in its own right. To turn an AS into an A-level students take the A2 (a further two units) in Year 13.

The AS covers broader, less demanding material in the A-level course, whilst the A2 covers more demanding, specific, material. For example, in A2 students might:

- specialise in areas they studied at AS.
- extend their knowledge and understanding of the subject by studying new topics.
- improve their skills in their subjects.

In the A2, students combine knowledge, understanding and skills from across the A-level course (including both AS and A2 Levels).

We offer over twenty subjects in the Sixth Form. It is very important that you select those subjects in which you are interested and enjoy, those in which you may secure a high grade and those which allow you to access programmes of study at leading universities around the world.

ASSESSMENT AND REPORTING

Each student's work is marked and reported using grades. A grade describes the standard of work or the degree of attainment in a subject. The following grading scale is used in Jerudong International School:

Grade	A	B	C	D	E	U
Mark	100 - 80	79 - 70	69 - 60	59 - 50	49 - 40	< 40

Students receive regular reports. Parents are also invited to attend meetings with their son or daughter's teachers to discuss their progress. External examinations may occur in January or June each year, depending on the academic programme of each student. In addition to examinations, students may complete a variety of coursework tasks all of which contribute to the final grade they receive. Coursework tasks vary according to the subject.

LIFE IN THE SIXTH FORM

Daily life in the Sixth Form is in many ways more like university than school. The depth of study increases as fewer subjects are mastered to a greater level of complexity. The need to be a committed learner intensifies, as does the requirement to study independently.

As senior members of the school, Sixth Form students have greater freedom and privileges as well as more relaxed relationships with the teaching staff. Considerable independence is given and students are expected to respond constructively to the trust placed in them. At the same time, students are expected to take on a responsible role within the school community. JIS Sixth Form students are known for demonstrating initiative and maturity towards the rest of the school. It is expected that all members of the Sixth Form set high standards, both in terms of behaviour and dress. It is also expected that they assist with duties and activities.

The Sixth Form Centre is an exclusive area for students in Years 12 and 13. It meets the academic, study and social needs of Sixth Form students without being isolated from the rest of the school community. The Sixth Form Centre contains facilities for work and recreation; computers are networked to the main school and have internet access, including Wi-Fi. There is a Careers and Higher Education library, and the offices for the Sixth Form leadership team, and the Higher Education/Careers Faculty are located there.

Sixth Form students have the opportunity to make a very valuable and worthwhile contribution to many aspects of school life. They are able to exercise leadership and communication skills through the Student Council, House system and through our 'Make a Difference' (MAD) programme.

MEETING YOUR NEEDS

It is vital that we know exactly how each individual is doing, right from the start and at each moment along the way. Each student is given the time, encouragement, expert guidance and resources to explore every facet of his or her potential. A personal tutor tracks a student's progress by liaising with subject teachers, Boarding House staff and the Sixth Form leadership team. Consequently, any problems are picked up and dealt with promptly.

The process of finding out what you want to do in life is, for most, an exciting, protracted and often confusing adventure. At JIS, students are supported in this journey every step of the way. The school provides a structured and highly professional Higher Education and Careers Service that is delivered through tutor groups, assemblies, PSHE, one-to-one appointments and interviews. There is also a Higher Education evening that takes place for all Year 12 students and their parents.

GRADUATES

Our students compete for places at the best universities in the world. JIS alumni are currently studying at: ANU (Australian National University), Bath, Cambridge, Harvard, Imperial College, IMU (International Medical University), London School of Economics, Loughborough, Melbourne, Monash, NUS (National University of Singapore) and Oxford together with the Universities of Adelaide, Alberta, British Columbia, Sydney, Toronto, Western Australia, University College London and York University.

Subject Descriptions - core studies

The ability to use English well is vital to success in A-level studies and admission to universities abroad. For these reasons, most students are required to take an English course in Year 12.

Most universities accept a C or above in either O Level or IGCSE First Language English as proof of English proficiency, although some, particularly in North America, may ask for more additional test results such as IELTS or TOEFL (in many cases the requirement for additional tests is waived on the basis of an English proficiency letter written by the school in support of the application).

Students who have a B grade or above at O Level or IGCSE English Language may choose to study AS Level English Language or have directed studies. Students who hold a C grade at O Level or IGCSE should take the IELTS course (International English Language Testing System). Most universities accept a score of 6.5 as proof of English proficiency, although higher scores may be requested for some courses.

Note:

1. We have been advised in writing by the Brunei Ministry of Education, Universiti Brunei Darussalam and by the MOE Scholarships unit that IGCSE First Language English is accepted as equivalent to O Level English for the purposes of admission on scholarship eligibility.
2. Australia requires IELTS scores as part of its visa requirements for citizens of some countries (further details are available from the Higher Education/Careers office).
3. Students planning to sit the government entry examinations for medical school in Bangladesh, India and Pakistan are advised that a Year 12 course in English is a condition of eligibility to sit the examination (although the examination will contain no English questions).
4. The University of Melbourne states in its 2007 prospectus that its English Language requirements are a C grade or above in AS Level English Language.

ENGLISH LANGUAGE EXAMINATION BOARD: CIE 8693

Course content

Students learn to make critical and informed responses to writing in a range of forms, styles and contexts. This course improves the interdependent skills of reading, analysis and communication. English Language helps students to develop communication skills such as essay writing, debate and comprehension of various texts. This course is designed to support students' studies in other subject areas at JIS and beyond.

Course assessment

Students opt to sit the AS English Language qualification. Such candidates take both Paper 1 (Passages for Comment - 2 hours) and Paper 2 (Composition - 2 hours).

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS) EXAMINATION BOARD: UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

Course content

The International English Language Testing System (IELTS) is the language test used by many universities in the United Kingdom, Australia, New Zealand and Canada. It is becoming increasingly popular as an actual entry requirement in many tertiary institutions for students whose first language is not English. IELTS assesses whether you are ready to study or train at university level in English. IELTS is jointly managed by University of Cambridge ESOL Examinations (Cambridge ESOL), British Council and IDP: IELTS Australia. IELTS conforms to the highest international standards of language assessment.

Course assessment

The IELTS test can be sat at numerous times throughout the academic year but most students complete it after one year. Students are required to complete four tests in each of the following areas: listening, speaking, reading and writing.

UNIVERSITIES AWARD (ASDAN CERTIFICATE OF PERSONAL EFFECTIVENESS)

Course content

The Certificate of Personal Effectiveness (CoPE) is a qualification that develops a range of personal skills, key skills and employability skills leading to personal effectiveness. Students broaden their experience and manage learning through the enrichment activities provided by ASDAN University Award challenges that provide formal recognition and accreditation.

Students are offered a choice of challenges from the following six modules:

- Active Citizenship
- Work Related Activities
- Career Planning
- Global Awareness
- Enrichment Activities
- Research & Presentation Skills

Students must gain credits by completing challenges and providing evidence to demonstrate skills development in the following six areas:

WO	Working with others
LP	Introduction to improving own learning and performance
PS	Introduction to problem solving
R	Planning and carrying out a piece of research
D	Communicating through discussion
OP	Planning and giving an oral presentation

Special features

The CoPE has recognition from UCAS and attracts an offer of 70 UCAS points.

Course assessment

Students must be able to show they can perform in each unit by presenting a Portfolio of Evidence that clearly demonstrates their ability to meet the standards. Portfolios are assessed internally by the course tutor. Students who successfully meet the agreed standards for all six units receive the Certificate of Personal Effectiveness at Level 3.

DIRECTED STUDY

For those students who require none of the above, there will be supervised study during which time they will be able to work quietly on their A-level studies. Students who intend to re-sit IGCSE English Language in November will receive tuition during these lessons.

Subject Options

ACCOUNTING

EXAMINATION BOARD: AQA 1121/2121

Entry requirements

This course is open to students with no prior experience of Accounting. Students are expected to have achieved at least a grade C in IGCSE English or a grade B in IGCSE English as a Second Language and O Level English Language as well as a grade B in GCSE Mathematics.

Course content

A-level Accounting allows students to develop an understanding of the principles and concepts of Accounting.

Topics include:

- **The Accounting System:** Recording of financial information, accounting principles and accounting control systems.
- **Financial Accounting:** Preparing financial statements, raising capital and published company accounts.
- **Financial Reporting and Interpretation:** Disclosure requirements and interpretation and analysis.
- **Managerial Accounting:** Budgeting, costing principles and systems.
- **Further Financial Accounting:** Incomplete records, the accounts of non profit making organisations and partnerships and sources of finance.
- **The Published Accounts of Limited Companies and Accounting Standards:** The needs of user groups and published accounts, bonus and rights issues, ratio analysis and interpretation and accounting standards.
- **Further Management Accounting:** Decision-making using absorption and marginal costing, standard costing and variance analysis, capital investment appraisal, non-quantifiable factors in decision making and social accounting.

Special features

The course promotes an appreciation of the place of accounting in changing economic and social environments. Accounting at tertiary level provides enormous scope for employment in a range of fields.

Course assessment

AS Level

Paper 1: Structured questions

Paper 2: Structured questions

A2 Level

Paper 3: Structured questions

Paper 4: Structured questions

ART AND DESIGN

EXAMINATION BOARD: AQA 1202B/2202B

Entry requirements

It is essential for students to have a grade B or higher in GCSE Art and Design. Students who have not studied GCSE Art but wish to follow the A-level course should bring a portfolio of artwork and discuss this with the Head of Art who will then decide if they have the necessary skills and experience to undertake the course.

Course content

The AS and A2 Art and Design course provides students with opportunities to develop:

- Intellectual, imaginative, creative and intuitive powers.
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgment.
- An understanding of the interrelationships between art, craft and design and an awareness of the contexts in which they operate.
- Knowledge and understanding of Art, Craft and Design in contemporary society and in other times and cultures.

Special features

The department provides a broad-based experience in Art and Design that enables students to develop a portfolio of work in a range of disciplines. Other features include local and overseas educational visits to view work of historical and contemporary artists. The AS and A-level Art and Design credit serves to support student entry into most university degree programmes.

Course assessment

Coursework (50%)

Controlled test (50%)

BIOLOGY
EXAMINATION BOARD: AQA 1410/2410

Entry requirements

Students should have obtained at least Grade B in GCSE Biology or Additional Science. Equivalent grades in other qualifications, such as O Level Biology and IGCSE Double Award Science, will also be considered.

Course content

Students take the three AS Level Units in Year 12 and three A2 Level Units in Year 13.

The AS Units are titled:

- Unit 1 - Biology and Disease (33% of AS marks; 17% of A-level Biology marks)
- Unit 2 - The Variety of Living Organisms (47% of AS marks; 23% of A-level Biology marks)
- Unit 3 - Investigative and Practical Skills in AS Biology (20% of AS marks, 10% of A-level Biology)

The A2 Units are titled:

- Unit 4 - Populations and environment (17% of A-level Biology)
- Unit 5 - Control in cells and in organisms (23% of A-level Biology)
- Unit 6 - Investigative and Practical Skills in A2 Biology (10% of A-level Biology)

Special features

Studying Biology at A-level provides an excellent introduction to a scientific or bio-medical related degree. The course aims to introduce many of the modern developments in biological sciences so that students who follow the course will have a much clearer understanding of issues such as cloning, stem cell research, gene therapy, biodiversity, HIV and other global issues.

Course assessment

Units 1 and 2 are assessed during Year 12 by external examinations, of 75 and 105 minutes length respectively. Units 4 and 5 are assessed during Year 13 by external examinations, of 90 and 135 minutes length respectively. Units 3 and 6 are taken during lesson time under controlled conditions.

BUSINESS STUDIES
EXAMINATION BOARD: AQA 1131/2131

Entry requirements

This course is open to students with no prior expertise of Business Studies. If you have not studied the subject before it is anticipated that you will have performed well in English and Mathematics. If you have studied Business Studies before you should have at least B grade at GCSE or O level.

Course content

Business Studies looks at how businesses are run and how they are affected by consumers, other businesses and the economy within which they operate.

Topics include:

- Marketing of goods and services
- Decision making and planning
- The people involved in business and what motivates them
- How businesses are managed and run
- Raising funds and keeping business accounts
- How to use and display information

Special features

Find out about the world you live in. Learn skills which will help you at university and in work such as problem solving, negotiation, planning and organising. Understand current affairs. Most universities and employers value Business Studies highly. Business Studies shares subject content with Economics and Accounting.

Course assessment

AS Level

Paper 1: Case study on Planning and Financing a Business
Paper 2: Data response on Managing a Business

A2 Level

Paper 3: Case study on Strategies for Success
Paper 4: Pre-release research task on The Business Environment and Managing Change

CHEMISTRY
EXAMINATION BOARD: AQA 1421/2421

Entry requirements

Students should have obtained at least Grade B in GCSE Chemistry or Additional Science. Equivalent grades in other qualifications, such as O Level Chemistry and IGCSE Double Award Science, will also be considered.

Course content

Students take the three AS Level Units in Year 12 and three A2 Level Units in Year 13.

The AS Units are titled:

Unit 1 - Foundation Chemistry (33.3% of AS Chemistry, 16.66% of A-level Chemistry)

Unit 2 - Chemistry in Action (46.66% of AS Chemistry, 23.33% of A-level Chemistry)

Unit 3 - Investigative and Practical Skills in AS Chemistry (20% of AS Chemistry, 10% of A-level Chemistry)

The A2 Units are titled:

Unit 4 - Kinetics, Equilibria and Organic Chemistry (20% of A-level Chemistry)

Unit 5 - Energetics, Redox and Inorganic Chemistry (20% of A-level Chemistry)

Unit 6 - Investigative and Practical Skills in A2 Chemistry (10% of A-level Chemistry)

Special features

A-level Chemistry is necessary for students intending to pursue careers in medicine, dentistry, pharmacy, veterinary science and related fields. It is also a useful preparation for courses in biochemistry and a wide range of other courses.

Chemistry courses at A-level are widely respected for helping to develop a student's skills in analysis, data handling and reasoning. Many university courses require a secondary science qualification and Chemistry fulfils this role perfectly.

Course assessment

Units 1 and 2 are assessed during Year 12 by external examinations, of 75 minutes and 105 minutes length respectively.

Units 4 and 5 are assessed during Year 13 by external examinations, each of 105 minutes length.

Units 3 and 6 are taken during lesson time under controlled conditions.

CHINESE
EXAMINATION BOARD: EDEXCEL 8CN01/8CN02

Entry requirements

A minimum of grade A at GCSE or other relevant prior learning is required to study Chinese at AS and A-level.

Course content

The AS level provides a logical progression from GCSE and equal stress is placed on developing the four linguistic skills. Students are required to demonstrate their understanding of spoken and written Chinese, their ability to transfer meaning from Chinese into English and to produce continuous writing in Chinese.

The A2 Level stresses a student's ability to understand written Chinese, to translate from English into Chinese and to communicate effectively, accurately and confidently in written Chinese. It also promotes the knowledge and understanding of Chinese culture and society.

Topics covered at both AS and A2 are:

- Food, diet and health
- Transport, travel and tourism
- Education and employment
- Leisure, youth interests and Chinese festivals
- Environment (energy, pollution and environmental campaigns) (A2 only)

The course supports progression into further and higher education, training or employment. It provides a suitable foundation for specialist linguists wishing to study Chinese at a higher level, those wishing to combine language study with other disciplines at higher level and those considering other qualifications without a language focus.

Special features

Students will use all available information and communication technology to enhance foreign language acquisition skills including the internet, email, videos and tapes.

Course assessment

AS Level

Unit 1 - Spoken Expression and Response (15 % of the total A-level mark)
Unit 2 - Understanding and Written Response (35 % of the total A-level mark)

Section A: Listening (20 marks)
Section B: Reading (20 marks)
Section C: Writing (30 marks)

A2 Level

Unit 3 - Understanding, Written Response and Research (50 % of the total A-level mark)

Section A: Reading (10 marks)
Section B: Translation into Chinese (10 marks)
Section C: Essay writing (30 marks)
Section D: Research-based essay (30 marks)

The topic for the research based essay will be chosen by the Chinese teacher from a prescribed topic list, taking into account the interest of the student and the resources available.

COMPUTING

EXAMINATION BOARD: AQA 1510/2510

Entry requirements

It is not necessary to have studied ICT or Computer Studies before. It will, of course, be an advantage to have done so. If you have studied it before, and do not have a grade B or higher, you should ask yourself why you believe you might be successful at A-level Computing. You will need to have at least a B grade in Mathematics and Physics to have a realistic chance of being suited to Computing at Advanced Level.

Course content

Computing affects every aspect of our lives, whether we realise it or not. The aim of this course is to encourage you to develop your problem-solving abilities, expand your knowledge of programming and acquire a real understanding of hardware and software.

At AS Level, you will learn the fundamental principles of computing. You will study programming, Algorithms, stages of problem solving, binary number systems, logic gates, the structure of the Internet and the consequences of computing. The A2 topics focus on programming and problem solving and include programming paradigms, database design, communication and networking, and object orientated programming techniques.

There are two units at AS. Unit 1 is a problem solving practical exercise in an on-screen examination. No pen and paper are used for this exam. Unit 2 is a traditional written paper with short answer questions.

There are also 2 units at A2. Unit 3 is a traditional written paper with some extended questions to stretch and challenge you. Unit 4 is a practical coursework unit where you have to document stages of a programmed solution to a real identified product.

Special features

Programming at AS Level makes use of Visual Basic .NET (2008), in console mode. This is available to students for free to install on their home computers (Express Edition).

You are strongly encouraged to learn at least one other programming language outside of lessons if you are considering studying a branch of computing at university.

Course assessment

AS Level

Unit 1: Problem Solving, Programming, Data Representation and Practical Exercise (2 hour on-screen examination - 60% of AS; 30% of full A-level)

Unit 2: The Computer Components, the Stored Program Concept and the Internet (1 hour written examination - 40% of AS; 20% of full A-level)

A2 Level

Unit 3: Problem Solving, Programming, Operating Systems, Databases and Networking (2 ½ hour written examination - 60% of A2; 30% of full A-level)

Unit 4: The Practical Project (internally assessed unit - 40% of A2; 20% of full A-level)

DESIGN AND TECHNOLOGY – FOOD TECHNOLOGY

EXAMINATION BOARD: AQA 1540/2540

Entry requirements

Students interested in studying Food Technology should have attained at least grade C in GCSE Food and Nutrition. Students can successfully complete A-level Food Technology without having studied Design and Technology or Food and Nutrition before, but will find the course much more intensive. In this case they should have a keen interest and prior knowledge of cooking and grades C or above in Chemistry.

This course builds upon and extends the knowledge, understanding and skills developed in GCSE Food and Nutrition. A keen general interest in food and the food industry is essential as students are expected to establish a broad knowledge of the industry and food manufacture. The study of science will also contribute to a sound knowledge and skills base for studying Food Technology to A-level standard.

Course content

Food Technology involves the study of the chemical nature of food and the design and manufacturing processes used in the modern food industry. The course provides opportunities for students to develop a problem solving approach to a wide range of food based design and make tasks. The course is broadly split into four areas:

Course assessment

AS Level

Unit 1: Materials, Components and Application (2 hour written exam - 50% of AS, 25% of A-level)

Unit 2: Learning Through Designing and Making (50 hours coursework - 50% of AS, 25% of A-level)

A2 Level

Unit 3: Design and Manufacture (2 hour written exam - 25% of A-level)

Unit 4: Design and Making Practice (60 hours coursework - 25% of A-level)

DESIGN AND TECHNOLOGY – PRODUCT DESIGN

EXAMINATION BOARD: AQA 1550/2550

Entry requirements

Students interested in studying Product Design should have attained at least grade C in a Design and Technology related subject. This course builds on and extends the knowledge, understanding and skills established in GCSE Design and Technology courses. An interest in design at industrial level, or as a career, is also an advantage. The study of Art and Design, Physics, Chemistry, Business Studies or ICT also provides a suitable basis for study in this subject.

The course reflects the activities and skills required of professional designers and is an excellent foundation for anyone who wishes to follow a design course at university.

Course content

Design and Technology provides an opportunity for students to develop their own creativity, capability and entrepreneurial skills, and to apply their knowledge and understanding to a wide range of 'designing and making' situations.

Technological activities are used to develop critical thinking, problem solving and teamwork. Students have the opportunity to explore the world of design and to implement their own ideas by:

- evaluating existing products
- examining and refining communication, graphical and presentation techniques
- understanding materials, processes and applications

Special features

Have you ever wondered how items and artefacts which are part of your everyday lives are made? Have you recently bought something that you feel has been "well designed"? Do you think you would like to try to design something and then make it? This course gives you the opportunity to become a designer. You will learn how to communicate designs using CAD (Computer Aided Design) and how to manufacture using CAM (Computer Aided Manufacture).

The process of designing is visited in depth throughout the coursework elements of the subject. This provides the opportunity to explore a wide variety of ideas through diverse and detailed methods of communication. Designers on this course learn to be resourceful, imaginative and aware of technological advances.

Course assessment

AS Level

Unit 1: Materials and Components and Application (2 hour written exam - 50% of AS, 25% of A-level)

Unit 2: Learning Through Designing and Making (50 hours coursework - 50% of AS, 25% of A-level)

A2 Level

Unit 3: Design and Manufacture (2 hour written exam - 25% of A-level)

Unit 4: Design and Making Practice (60 hours coursework - 25% of A-level)

DRAMA AND THEATRE STUDIES

EXAMINATION BOARD: EDEXCEL 8DR01/9DR01

Entry requirements

Students selecting this course should have a strong interest in the subject area and demonstrate a willingness to be involved in a range of performance projects.

Course Content:

Students work with other group members to devise an original performance on a set topic. Other performances involve the study of play texts from different genres, with consideration of cultural, historical and practical perspectives. Students are expected to perform to a variety of audiences, although they can be assessed either as a performer or a designer. Students are required to evaluate a range of dramatic works from a critical and academic viewpoint through practical study, research and written evaluation.

Special features

This course involves performance and places special demands at these times. The course may also include a field trip to see live performances in Singapore, Britain or Australia.

Course assessment

AS Level

Unit 1: Exploration of Drama and Theatre

Unit 2: Text in Performance/External production evaluation

A Level

Unit 3: Devising

Unit 4: Text in Context

ECONOMICS

EXAMINATION BOARD: EDEXCEL 8EC01/9EC01

Entry Requirements:

A grade B or higher at GCSE or O Level in both English and Mathematics is essential for this subject. It is not necessary to have studied Economics before, but if you did you should have at least a grade B at GCSE or O Level.

Course content

Economics considers the choices people make regarding the use of resources, as consumers, businesses or governments.

The course covers:

- How markets work.
- What causes markets to fail and what happens if governments intervene.
- Measuring national income, understanding what determines its level and the major macroeconomic issues of inflation, growth, unemployment and the balance of payments. Policy tools available to government.
- Awareness of trends and developments in the global economy with respect to globalisation, trade, competition, poverty, inequality and the role of the state.

Special features

The course enables students to gain a critical understanding of the forces influencing economic, political and business affairs. It develops analytical and evaluative skills. Many universities and employers value an economics qualification highly as evidence of the ability to reason rigorously, and of both verbal and numerical capabilities.

Course assessment

AS Level

Unit 1: Competitive Markets; how they work and why they fail (multiple choice and data response)

Unit 2: Managing the Economy (data response)

A2 Level

Unit 3: Business Economics and Economic Efficiency (multiple choice and data response)

Unit 4: The Global Economy (essay and data response)

ENGLISH LITERATURE

EXAMINATION BOARD: AQA 1741/2741

Entry requirements

This is a demanding A-level in terms of textual study and linguistic understanding and expertise. As such, it is essential that candidates are fluent in English and able to communicate confidently in both spoken and written forms. A grade B or above in GCSE Literature is a minimum requirement. Over and above this, the candidate will need to be highly motivated to be able to research and present topics on a regular basis.

Course content

Studying this course encourages students to develop an interest in and enjoyment of English Literature through reading widely, critically and independently across centuries, genre and gender, and through experience of an extensive range of views about texts and how to read them.

Special features

A-level Literature develops a life long love of reading and promotes a variety of skills that support learning in other subject areas, both at Sixth Form level and beyond. To study English Literature is to develop the ability to think and understand in an environment that is both analytical and creative. This academic course offers students the opportunity to increase their awareness of themselves and the world around them.

Course assessment

AS Level

Unit 1: Victorian Literature - (2 hour examination - 60% of AS; 30% of full A-level)

Unit 2: Coursework (2,500 words - 40% of AS; 20% of full A-level)

A2 Level

Unit 3: Love Through the Ages (2 hour examination - 60% A2; 30% total)

Unit 4: Coursework (3,000 words - 40% of A2; 20% total)

Course texts are chosen from the prescribed text list by the English teacher, taking into account the interests of the group and the resources available. Six texts are studied each year, making twelve texts studied for the A-level course. A substantial amount of extra, wider reading is to be done as well. The student will also be expected to research and present topics to the class as required.

FRENCH

EXAMINATION BOARD: AQA 1651/2651

Entry requirements

In order to study French at AS and A-level students require a minimum of grade A at IGCSE (Higher Tier), O Level or GCSE, as this is a demanding A-level in terms of linguistic understanding and expertise.

Course content

This course allows students to study in some depth the culture of a French speaking country. It introduces them to cultural topics tailored to meet their interests while challenging them to consider important issues in contemporary society.

The course develops the knowledge and skills acquired at GCSE level and the use of the French language in a wide range of contexts. It helps students gain a useful insight into another culture and reflect on various aspects of contemporary society. It will enhance their employment prospects, facilitate foreign travel and allows students to experience the enjoyment and motivation that comes from improving their linguistic ability.

The course includes the following topics:

AS Level

- Media: television, advertising and communication technology.
- Popular culture: cinema, music and fashion/trends.
- Healthy living/lifestyle: sport/exercise, health and well-being and holidays.
- Family/relationships: relationships within the family, friendships and marriage/partnerships.

A2 Level

- Environment: pollution, energy and protecting the planet.
- The multi-cultural society: immigration, integration and racism.
- Contemporary social issues: wealth and poverty, law and order and the impact of scientific and technological progress.
- Cultural topic: the study of a target language speaking region/community or the study of a period of twentieth century history from a target language-speaking country/community or the study of a novelist/dramatist/poet from a target language-speaking country/community or the study of a director/architect/musician/painter from a target language-speaking country/ community.

Special features

Students will use all available technology to enhance foreign language acquisition skills including the internet, email, videos and tapes.

Course assessment

AS Level

Unit 1: Listening, Reading and Writing (2 hour examination - 70% of AS; 35% of full A-level)

Unit 2: Speaking test (35 minutes - 30% of AS; 15% of full A-level)

A2 Level

Unit 3: Listening, Reading and Writing (2 ½ hour examination - 35% of full A-level)

Unit 4: Speaking test (35 minutes - 15% of full A-level)

GEOGRAPHY

EXAMINATION BOARD: AQA 1030/2030

Entry requirements

It is strongly recommended that students obtain a grade B or above in GCSE or O Level Geography. Students with no geographical background who have achieved good GCSE results will also be eligible for this course.

Course content

The A-level Geography course provides a balance of human and physical geography topics and encourages students to make synoptic links through work on sustainable development and environmental issues.

The course is taught in units and includes:

Unit 1: Physical and Human Geography

Core physical section: Rivers, Floods and Management

Core human section: Population Change

One optional Physical Geography topic will also be studied along with one optional Human Geography topic.

Optional Physical Geography topics:

Coastal environments

Cold environments

Hot desert environments and their margins

Optional Human Geography topics:

Energy issues

Food supply issues

Health issues

Unit 2: Geographical Skills

A geographical skills paper based on the content of Unit 1. Fieldwork is a core feature of this unit. Skills include investigative, cartographic, graphical, ICT and statistical skills.

Unit 3: Contemporary Geographical Issues

Three topics must be studied: at least one from the Physical options and at least one from the Human options.

Optional physical topics

Plate tectonics and associated hazards

Weather and climate and associated hazards

Ecosystems: change and challenge

Optional human topics

World cities

Development and Globalisation

Contemporary conflicts and challenges

Unit 4A: Geography Fieldwork Investigation

This unit gives candidates the opportunity to extend an area of the subject content into a more detailed fieldwork study.

or

Unit 4B: Geography Issue Evaluation

This unit gives candidates the opportunity to use their skills of analysis, synthesis and evaluation. An information booklet is released two months prior to the examination to facilitate the candidate's research.

Course assessment

AS Level

Unit 1: One 2 hour paper worth 70% of the AS Level

Unit 2: One 1 hour paper worth 30% of the AS Level

A2 Level

Unit 3: One 2½ hour paper worth 30% of the A-level

Unit 4: One 1½ hour paper worth 20% of the A-level

HISTORY

EXAMINATION BOARD: EDEXCEL 9HI101/9HI102

Entry requirements

It is preferable that students have a Grade B or better in both GCSE History and English Language, though a student's enthusiasm for History is equally important. It is not always necessary to have studied History at GCSE Level.

Course content

The Edexcel syllabus is followed.

For AS Level we have chosen to focus on modern Asian History:

Unit 1: Crises, Tensions and Political Divisions in China, 1900-49; Mao's China, 1949-76

Unit 2: Britain and the Nationalist Challenge in India, 1900-47.

For A2 Level students will study:

Unit 3: The United States: Challenged and Transformed 1917-54

Unit 4: The Middle East and the Arab-Israeli Conflict, c1900-2001

Course assessment

Units 1 and 2 are assessed through written examination of one hour and twenty minutes. Unit 3 is assessed through a two hour examination. Unit 4 is assessed through coursework which involves researching and writing two extended essays of approximately 2000 words each.

MATHEMATICS

EXAMINATION BOARD: OCR 3895/7895

Entry requirements

In order to study A-level Mathematics, students must have attained a grade of B or better in the Higher Tier of the GCSE Mathematics course or equivalent.

Course content

The course enables students to develop their mathematical knowledge and skills, and to use them in a range of problem-solving situations. Students develop their ability to analyse problems logically, recognise when and how a situation may be represented mathematically and to communicate results in a coherent manner.

All students must study Core Mathematics, Mechanics and Statistics.

Introduction to Advanced Mathematics (C1): Algebraic techniques, coordinate geometry, trigonometry and polynomials.

Concepts for Advanced Mathematics (C2): Differentiation, integration and proof, indices, sequences and series, functions and calculus techniques.

Methods for Advanced Mathematics (C3): Logarithmic and exponential functions, numerical solutions of equations, algebra and trigonometry.

Applications of Advanced Mathematics (C4): Calculus techniques, parametric coordinates, vector geometry and differential equations.

Mechanics 1 (M1) contains: Motion, modelling, forces and Newton's laws, vectors, and projectiles.

Statistics 1 (S1) contains: Exploring data, data presentation, measures of centre and spread, probability, sampling, binomial distribution and hypothesis testing.

Course assessment

This is a modular course with students sitting 1½ hour examinations in every module in June each year.

The **AS Level** in Year 12 consists of the C1, C2 and S1 modules.

The **A2 Level** in Year 13 consists of the M1, C3 and C4 modules.

Special features

The C1 examination is a non-calculator paper.

A detailed piece of coursework is undertaken for the C3 module. This is a two week investigation into numerical solution of equations.

The examination for C4 includes a comprehension task. Each of these elements contributes 20% to each module's assessment. The C4 examination has a separate comprehension question lasting one hour.

FURTHER MATHEMATICS

EXAMINATION BOARD: OCR 3896/7896

Entry requirements

In order to study Further Mathematics, students should have attained a Grade A* in GCSE or equivalent and be deemed to cope with an accelerated A-level course.

Course content

This advanced course enables students to develop their mathematical knowledge and skills, and to use them in a range of problem-solving situations. Students develop their ability to analyse problems logically, to recognise when and how a situation may be represented mathematically, and to communicate results in a coherent manner.

The course is studied concurrently with the six A-level modules and will include a selection from the modules below:

Further Pure Mathematics (FP1, FP2)

Mechanics (M2)

Statistics (S2)

Decision Mathematics (D1)

Numerical Mathematics (NM)

To achieve an AS Further Mathematics qualification students must complete a total of nine modules. This must include FPI and a choice of two from the above list.

In exceptional circumstances a student may achieve a full Further Mathematics qualification by completing a total of twelve modules. This must include FP1, FP2 and the remaining four from the above list.

Course assessment

Coursework is a requirement of the Numerical Mathematics module and counts for 20% of the unit total. Ninety minute examinations may be taken in the June sessions.

MEDIA STUDIES

EXAMINATION BOARD: AQA 1571/2571

Entry requirements

A Grade C or better in IGCSE First Language English, a grade B in IGCSE Second Language English or O Level English Language (or recognized equivalency) is the base-line requirement for entry onto this course. Additionally a previous familiarity with a wide range of print, digital, filmic and global television media would be an advantage.

Course content

Students will be involved actively in the crafting, styling and production of televisual film shorts, digital film video, radio, moving image manipulation, documentary reporting, advertising, photographic marketing and hard copy print. Media production skills will be developing simultaneously with a deepening understanding of the intellectual, cultural and ideological contexts in which global media institutions and industries operate.

AS Level

Unit 1 and Unit 2 provide an integrated and complementary introduction to the study of the media and the contemporary media landscape. The content of both units is underpinned by a set of key media concepts and media platforms.

Unit 1 requires candidates to carry out a cross-media study for an unseen examination. The study will then also be used to inform their work on Unit 2. For Unit 2 candidates will produce two media productions in two of the three different media platforms, with an evaluation of the productions, including a consideration of the use of the third media platform. Both units require candidates to look at cross-cultural issues where appropriate.

A2 Level

At A2 candidates will build on their AS work to look more fully at the contexts of media production and consumption – why as well as how texts are created as they are.

Special features

A-level Media Studies provides unique and stimulating opportunities for students to focus and engage very actively and practically with complex areas of the mass media, global communication and popular entertainment culture at large. The course necessitates a keen interest in film, television, news reporting and documentary, both in terms of the creative and intellectual dimensions.

Course assessment

AS Level

Unit 1: Investigating Media (2 hour examination - 50% of AS; 25% of full A-level)

Unit 2: Creating Media (practical unit, internally assessed and externally moderated - 50% of AS; 25% of full A-level)

A2 Level

Unit 3: Media: Critical Perspectives (2 hour examination - 25% of full A-level)

Unit 4: Media: Research and Production (practical unit, internally assessed and externally moderated - 25% of full A-level)

MUSIC

EXAMINATION BOARD: EDEXCEL 8MU01/9MU01

Entry requirements

It is desirable for students to have a Grade B in GCSE Music. However, musicians and vocalists without GCSE Music but who have had significant instrumental and theory experience should not be deterred. If they wish to take A-level Music then they should discuss this with the Head of Music who will then decide if they have the necessary skills and experience to undertake the course.

Course content

There are three domains of study in the Music A-level course.

Performing: music solo and ensemble performance throughout the course.

Composing: developing and creating musical ideas and evaluating the impact of technology

Developing Musical Understanding: the study and appreciation of all styles of music by listening to music and understanding how it works.

Special features

The course involves attending performances of live concerts, use of recording and sound technology and performing in a variety of venues. It suits a range of students who enjoy creating and performing music and should especially appeal to all who wish to continue their music studies at university or college, particularly in the areas of Performing Arts, Popular and Classical Music, and Music Education.

Course assessment

AS Level

Unit 1: Performing music - internally assessed performance and externally moderated

Unit 2: Developing musical ideas - externally assessed coursework

Unit 3: Listening and Understanding - externally assessed listening test and written paper

A2 Level

Unit 4: Extended performance - internally assessed and externally moderated

Unit 5: Composition and technical study - externally assessed

Unit 6: Further musical understanding - externally assessed listening test and written paper

MUSIC TECHNOLOGY
EXAMINATION BOARD: EDEXCEL 8MT1/9MT01

Entry requirements

It is desirable for students to have a Grade B in GCSE Music. However, musicians and vocalists without GCSE Music but who have had significant instrumental and theory experience should not be deterred. If they wish to take A-level Music Technology then they should discuss this with the Head of Music who will then decide if they have the necessary skills and experience to undertake this course.

It is intended that the course will provide:

- A good preparation for commercial music courses in higher education.
- A suitable preparation for further study (i.e. popular music study, sound studio recording, editing and production, broadcasting, film production, television/radio and multi-media).
- Technological skills to enhance the musical abilities of candidates.
- Opportunities for candidates to develop a range of musical skills and interests, which may include creative, interpretative, technical and analytical aspects of the subject.
- A context for personal growth through a serious study of music, thereby promoting academic independence and self-discipline, broadening intellectual and emotional responses, stimulating critical discrimination and heightening social and cultural awareness.
- The basis for an informed and lasting love of music, primarily in the use of music as a leisure activity.

Course content

Practical

- Live performance set-up and PA management
- Multi-track recording
- Computer audio editing and mixing
- Music arrangement and composition
- CD production

Written

- Popular music listening and study
- Analyzing musical, technical and stylistic features of all styles of pop music
- Development of technology; music technology in context
- Controlling and interpreting MIDI data

Special Features

- Studio work. Use of recording and sound technology software.
- Recording live performances in a variety of venues

The course should appeal to all who wish to continue their music studies at university or college, especially in Performing Arts or Popular and Classical Music, or who wish to pursue a career in Music Education.

Course assessment

AS Level

Unit 1: Music Technology Portfolio 1 (35%)

- Sequenced Realised Performance
- Multi-Track Recording
- Creative Sequenced Arrangement

Unit 2: Popular Music Listening Examination (1 hour and 45 minutes worth 15%)

A2 Level

Unit 3: Music Technology Portfolio 2 (30%)

- Sequenced Integrated Performance
- Multi-Track Recording
- Composition

Unit 4: Analysing & Producing (2 hour examination worth 20%)

**PHYSICAL EDUCATION
EXAMINATION BOARD: EDEXCEL 8PE01/9PE01**

Entry requirements

It is preferable to have taken the GCSE Physical Education course but entry depends on a student's overall background in practical activities and previous courses of study. A good grade in GCSE or O Level English Language and Science is also required.

Course content

This course is a mixture of theory and practical elements. There is an emphasis on relating theory to practical activities in order to improve performance.

The course is divided into four units which includes the following material:

- Anatomy and Physiology
- Acquisition of Skill
- Socio-cultural studies relating to participation in physical activity
- Exercise and Physiology
- Biomechanics
- Psychology of Sport
- Historical Studies in Physical Education and Sport
- Comparative Studies in Physical Education and Sport
- Improvement of practical skills

Students are also assessed on their practical performance and their ability to evaluate performance and fitness.

Special features

This is becoming an essential qualification for specialist courses in Physical Education and Sports Studies in Higher Education. It provides an excellent foundation for careers in teaching, coaching, the leisure, health and fitness industries, recreational management and professional sport.

Course assessment

This is a mixture of external exams and coursework assessment including practical activities as follows:

AS Level

Theory: Assessment is through a one and a half hour written paper (50%).

Practical: Students select two activities as a performer, coach or leader which are evaluated in depth, plus a personal exercise programme (50%). Assessment is through internal practical assessment with a portfolio of evidence.

A2 Level

Theory: 50% of total A-level. Assessment is through a two hour written paper.

Practical: 50% of total A-level. Students specialize in one practical performance role and plan for life long physical activity. Assessment is through practical performance and a portfolio of evidence.

**PHYSICS
EXAMINATION BOARD: AQA 1451/2451**

Entry requirements

Students should have obtained at least Grade B in GCSE Physics or Additional Science. Equivalent grades in other qualifications, such as O Level Physics and IGCSE Double Award Science, will also be considered.

Course content

Students take the three AS Level Units in Year 12 and three A2 Level Units in Year 13.

The AS Modules are:

Unit 1 - Particles, Quantum Phenomena and Electricity (40% of AS Physics, 20% of A-level Physics)

Unit 2 - Mechanics, Materials and Waves (40% of AS Physics, 20% of A-level Physics)

Unit 3 - Investigative and Practical Skills in AS Physics (20% of AS Physics, 10% of A-level Physics)

The A2 Modules are:

Unit 4 - Fields and Further Mechanics (20% of A-level Physics)

Unit 5D - Nuclear Physics, Thermal Physics and Turning Points in Physics (20% of A-level Physics)

Unit 6 - Investigative and Practical Skills in A2 Physics (10% of A-level Physics)

Special features

A-level Physics is necessary for students intending to pursue careers in engineering, electronics and related fields. It is also a useful preparation for courses in medicine, finance and a wide range of other courses.

Physics courses at A-level are widely respected for helping to develop a student's skills in analysis, data handling and reasoning. Many university courses require a secondary science qualification and Physics fulfils this role perfectly.

Course assessment

Units 1 and 2 are assessed during Year 12 by external examinations, each of 75 minutes length.

Units 4 and 5D are assessed during Year 13 by external examinations, each of 105 minutes length.

Units 3 and 6 are taken during lesson time under controlled conditions.

PSYCHOLOGY

EXAMINATION BOARD: CIE 9698

Entry requirements

Strong English skills are needed for this course and at least a Grade B in IGCSE or O Level English. Most students will not have studied this course before.

Course content

You have certainly heard the word 'psychology' used, but what does it really mean? Psychology is the study of what people do and why they do it. Psychologists use their understanding to help people with difficulties and to bring about change for the better.

Students of psychology are encouraged to look for links between psychological findings and everyday life. For instance, do you know that psychologists are concerned with practical problems such as:

- Are eye-witness testimonies reliable?
- Are the brains of violent people different?
- What makes us dream?
- Can we reliably distinguish the sane from the insane?

A-level Psychology explores human behaviour and experience. Students are introduced to some major psychological ideas, theories and research.

Special features

This course follows a modular format, with two specialist topics in the second year. It allows students to develop a range of skills and knowledge which will be of use in any future career where they work with people. Psychology A-level goes well with both Science A-levels and Business or Humanities A-levels.

Course assessment

AS Level

Paper 1: Short answer and structured responses (90 minutes)

Paper 2: Short answer and structured questions (90 minutes)

A2 Level

Paper 3: Short answer and structured essays (3 hours)

SPANISH

EXAMINATION BOARD: AQA 1696/2696

Entry requirements

In order to study Spanish at AS and A-level students require a minimum of grade A at IGCSE (Higher Tier), O Level or GCSE, as this is a demanding A-level in terms of linguistic understanding and expertise.

Course content

This course allows students to study in some depth the culture of a Spanish speaking country. It introduces them to cultural topics tailored to meet their interests while challenging them to consider important issues in contemporary society.

The course develops the knowledge and skills acquired at GCSE level and the use of the Spanish language in a wide range of contexts. It helps students gain a useful insight into another culture and reflect on various aspects of contemporary society. It will enhance their employment prospects, facilitate foreign travel and allows students to experience the enjoyment and motivation that comes with improving their linguistic ability.

The course includes the following topics:

AS Level

- Media: television, advertising and communication technology.
- Popular culture: cinema, music and fashion/trends.
- Healthy living/lifestyle: sport/exercise, health and well-being and holidays.
- Family/relationships: relationships within the family, friendships and marriage/partnerships.

A2 Level

- Environment: pollution, energy and protecting the planet.
- The multi-cultural society: immigration, integration and racism.
- Contemporary social issues: wealth and poverty, law and order and the impact of scientific and technological progress.
- Cultural topic: the study of a target language speaking region/community or the study of a period of twentieth century history from a target language-speaking country/community or the study of a novelist/dramatist/poet from a target language-speaking country/community or the study of a director/architect/musician/painter from a target language-speaking country/ community.

Special features

Students will use all available technology to enhance foreign language acquisition skills including the internet, email, videos and tapes.

Course assessment

AS Level

Unit 1: Listening, Reading and Writing (2 hour examination - 70% of AS; 35% of full A-level)

Unit 2: Speaking test (35 minutes - 30% of AS; 15% of full A-level)

A2 Level

Unit 3: Listening, Reading and Writing (2 ½ hour examination - 35% of full A-level)

Unit 4: Speaking test (35 minutes - 15% of full A-level)

Additional Information

THE HOUSE SYSTEM AND STUDENT LEADERSHIP

There are four House groups at the school; red, blue, yellow and green. The House system is in place to provide an avenue for competition and camaraderie amongst the students. Siblings are placed in the same House upon enrolment. At the end of the year the overall winning House is presented with the House trophy.

Students in the Sixth Form have the opportunity to nominate themselves and be voted in as House Captains for their year level. Two students are elected as Sixth Form Captains. They chair the Sixth Form Student Council. Two Year 13 students are elected as Head Boy and Head Girl. These students chair the Whole School Student Council and act as ambassadors for the school.

AFTER SCHOOL ACTIVITIES

Important though academic work is, education is not just about acquiring paper qualifications. Extra-curricular activities provide experience of being a team member, of communicating in a variety of circumstances and of leading when that is appropriate. These are very important opportunities and they offer our students the chance to develop personal skills and qualities which will stand them in great stead throughout their lives.

The extra curricular programme offers students an opportunity to take part in a variety of activities. The promotion of essential physical and personal skills form the focus of the After School Activities (ASA) programme. All activities are designed to excite and enthuse students, encouraging them to willingly offer input, challenge their understanding and stretch their imagination. Each term students make their selections based on the activities on offer.

All students must vacate the premises by 5:00 pm.

MAKE A DIFFERENCE (MAD) PROGRAMME

All Sixth Form students are expected to give something back to the school community by supporting the staff in working with other students across the whole school. They help with After School Activities (ASA), learning support in the classroom, faculty projects or PTO administration in careers, the library or the Uniform and Stationery Shop.

The MAD programme allows our students to develop leadership skills, accept responsibility and enjoy interaction with students in other areas of the school. This will also impress university admissions tutors when reading personal statements or teacher references. We strongly encourage our students to become fully involved in the MAD programme.

INSTRUMENTAL MUSIC TUITION

Students can enrol in the school's Instrumental Music Programme. Students receive tuition in an instrument of their choice with a specialist music teacher. These lessons are scheduled during the school day. Parents are able to hire instruments from the Music Faculty. Fees for this programme are additional to the tuition fees. For more information about this programme and the fee structure contact the Music secretary or Head of Music on 241 1000 (extension 2105).

EXCURSIONS

An integral part of the education in the Sixth Form is the range of field trips and excursions that students experience. These excursions broaden a student's understanding of work that is being covered in class in a practical and enjoyable way.

ATTENDANCE

The attendance register is taken each morning. If your son or daughter is late to school it is important that you notify the relevant school office in order to update the roll. If for any reason your son or daughter needs to be excused from PE lessons or other school activities, it is important that they bring a letter of explanation and hand this to their tutor or subject specialist.

INFORMATION COMMUNICATION TECHNOLOGY

All students have access to the school's network. Students are given a logon name and password access. Sixth Form students are expected to read and sign the ICT Acceptable Use Policy to ensure that they use these facilities in accordance with the school's terms and conditions. Parents are also required to sign this form.

The school has an excellent website which provides a wealth of information about the school and its curriculum. Students have access to the intranet. The address of the website is www.jis.edu.bn.

ILLNESS OR ACCIDENTS

It is important that the emergency contact information given to the school is current. This allows us to make the necessary arrangements when students are taken ill during the day.

The school should be informed of any disabilities or medical problems that are a cause for concern. A list of students and relevant health issues is put on the school intranet for whole school reference.

Please let us know if your child is unwell. If you think it is something that can be passed on to others, keep your child home so we can limit the spread of illness.

In the event of a minor accident or sickness children will be taken to the school nurse in the Health Centre and given first aid and made comfortable until they are able to return to class. They are given a note by the nurse detailing any action taken. If an injury causes us concern or hospital treatment is required we first seek the advice of the school nurse and then make every effort to contact a parent or the listed emergency contact as soon as possible. Where this is not possible we will make arrangements to accompany and transport children to hospital and seek further medical advice. If appropriate the services of an ambulance will be used.

MEDICATION

No form of medication can be given during the day without consultation with the school nurse. Staff are not allowed to give out medication or tablets with the exception of children who require inhalers to control their asthma. Instructions in this case need to be in writing to the class teacher with details of times and dosages. If medication other than this is required parents are asked to see the school nurse before school with instructions. The medication should be marked with the student's name, class and time of administration.

SKIN CARE

We recommend that students use sun protection on exposed skin and apply insect repellent when outside for extended periods of time. Students are encouraged to make use of available shade.

PARENT TEACHER COMMUNITY GROUP

The Jerudong International School PTCG is an informal, voluntary group whose purpose is to provide opportunities for social interaction between students, parents and staff. The PTCG provides links between the home and school through a variety of informal and formal meetings.

HOME SCHOOL PARTNERSHIP

We value good communication with parents and recognize the importance of keeping channels of communication open to ensure all students have a positive and successful experience during their time in the Sixth Form. Communication is regular and occurs in formal situations such as Parent Meetings, Parent-Teacher consultations and during informal situations such as a brief chat at the end of the day. Teachers are happy to make an appointment to meet parents if there are any specific concerns or questions concerning your child.