

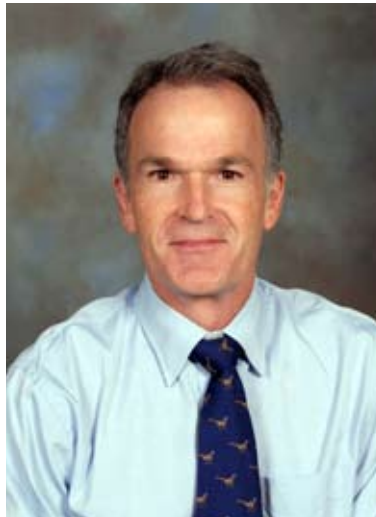
THE SIXTH FORM

CURRICULUM INFORMATION BOOKLET

2011 - 2012

JERUDONG INTERNATIONAL SCHOOL

Welcome from the Acting Principal



Welcome to the Sixth Form at Jerudong International School. This guide is meant to inform students and parents about the curriculum and the ethos of the Sixth Form.

Jerudong International School offers an outstanding international education. Life in Sixth Form demands considerable commitment from students. By challenging our young men and women, our aim is to develop the talents each pupil already has. Through the curriculum they learn about the world and from our extensive co-curricular programme of the arts, sport, drama, music and service to others, they should learn about themselves. In our diverse Sixth Form community, we hope your son and daughter will make lifelong friends and cherish different traditions.

This booklet is a guide to courses and subjects that will be offered at Jerudong International School in the Sixth Form. Information is provided about the Advanced Level General Certificate of Education (A-levels) and the International Baccalaureate Diploma Programme (IB). Both courses are usually studied over a two year period and are held in high regard by leading universities around the world. Each curriculum has particular features that will suit different students.

A-levels has a modular structure with staged assessment. The

subject content of the A-level syllabuses has been subdivided into two parts, the Advanced Subsidiary (AS) which is covered in Year 12, and the second part of the syllabus, commonly referred to as A2, which is completed in Year 13. For the majority of A-level subjects, there are two modules for AS and two more for A2. In terms of the UCAS tariff, the Advanced Subsidiary is worth half the points of a GCE Advanced level qualification.

Unlike A-levels, the International Baccalaureate is not based on a modular system. Students study six subjects at higher level or standard level and take written examinations at the end of two years. In the International Baccalaureate, candidates must also complete a philosophical component known as Theory of Knowledge, an extended essay in any subject of their choosing and a programme of creativity, action, service (CAS) by doing real tasks beyond the classroom. The diploma is awarded to students who gain at least 24 points from a maximum total of 45 points.

Our highly qualified and experienced teachers stand ready to support your son or daughter achieve their best in and out of the classroom. We will measure our achievement through theirs.

Andrew Taylor
Acting Principal

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.

We have traditionally offered the UK-based A-level programme to our Sixth Form students and will continue to do so in the future. However, we do recognise that this programme does not suit all students and we are delighted that we will be able to offer the International Baccalaureate Diploma Programme as an alternative study programme for a small number of our students, starting in the 2010-11 academic year. Please read the information in this booklet carefully and seek as much advice as possible before choosing the right programme for you.

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 JIS graduates achieve their ambitions and enter leading institutions throughout the world, including top ten universities in the United Kingdom, Group of Eight institutions in Australia and Ivy League universities in the United States.

Students in the Upper School at JIS have 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 have 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 students twenty-three years of age. Students who join the JIS Sixth Form from other schools should take advantage of our 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 in 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 a 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, then, during the first term of Year 13, 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 on 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. A substantial number of universities from around the world, in particular the UK, Australia, Canada and the United State, send representatives to visit the school to provide briefings to HE staff and make presentations to students. These presentations are generally held at lunchtime in the Sixth Form study area and provide an invaluable opportunity for students to find out general and specific information about institutions they may be considering applying to.

Early in Term 2, JIS hosts an annual Careers Carousel which a broad range of professionals attend to give presentations about their chosen careers and delineate career opportunities within their respective professions. The Careers Carousel offers students an excellent opportunity to discover from the experts the realities of working in a particular field and students 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.

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. Work experience is considered essential for students wishing to gain entry to a number of professions such as medicine, dentistry and law.

General Information

GENERAL CONTACTS

Mailing address

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Brunei

Street address

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Kampong Tungku
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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

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Deputy Head of Sixth Form

Tony Pluck tony.pluck@jis.edu.bn ext 1405

Scott Moore scott.moore@jis.edu.bn ext 2501

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Dean of Higher Education

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Assistant Dean of Higher Education

Anna White anna.white@jis.edu.bn ext 2533

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Karli Downey karli.downey@jis.edu.bn ext 1103

Careers Adviser

Ann Lord ann.lord@jis.edu.bn ext 1126

Sixth Form Secretary

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Principal's secretary

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

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Karen Yong karen.yong@jis.edu.bn ext 1314

Admissions Office

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Adinah Salleh adinah.salleh@jis.edu.bn ext 1206

Suriani Kadir suriani.kadir@jis.edu.bn ext 2208

Stationery and Uniform Shop

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

TERM DATES

TERM 1

Monday 5 September – Friday 21 October 2011

Monday 31 October – Wednesday 14 December

MID TERM BREAK

Saturday 22 October – Sunday 30 October

TERM 1 BREAK

Thursday 15 December 2011 – Tuesday 3 January 2012

TERM 2 (Provisional)

Wednesday 4 January – Friday 16 February 2012

TERM 2 BREAK

Saturday 17 March – Sunday 1 April

TERM 3

Monday 2 April – Friday 25 May

Monday 4 June – Friday 6 July

MID TERM BREAK

Saturday 26 May – Sunday 3 June

TIMES OF THE DAY

Monday to Thursday

7:40 am - 3:00 pm

Morning break: 10:10 - 10:30 am

Lunch: 12:00 - 12:45 pm

After School Activities: 3:15 - 4:45 pm

Friday

7:40 am - 12:00 pm

Morning break: 9:45 - 10:00 am

Lunch: 12:05 - 12:50 pm

After School Activities: 2:45 - 3:30 pm

After school activities run from Monday to Thursday at 3:15 – 4:45 pm. Ugama classes operate from 3:15 to 4:45pm (Monday to Thursday) and 2:00 to 4:30 pm (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 4. 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 need to fill out a Health History form. You must also include a photocopy of your child's examination results, three passport sized photographs, a copy of the student's identity card (IC) (if applicable) and the details of their passport. If the passport is 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 to Jerudong International School form must be signed by both parents and/or a guardian. This page lists the Terms and Conditions governing enrolment at Jerudong International School. It is important that this page is 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 (non-corporate only) 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 or to enter the IB programme. Subject specific entrance tests may be taken if there is inadequate information about the student's ability to meet the academic demands of either programme or the student is coming from a non-British curriculum background.

Enrolment into the Sixth Form closes in September.

THE INTERVIEW

All 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.

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. Independence is encouraged 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 for the use of 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. 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.

International Baccalaureate Diploma

The International Baccalaureate Diploma Programme is designed as an academically challenging and balanced scheme of education with final examinations that prepares students for success at university and life beyond. The course is taught over two years and is recognised and respected by the world's leading universities.

IB students study six courses at Higher Level or Standard Level. Students must choose one subject from each of Groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from Group 6, or the student may choose another subject from Groups 2, 3 or 4.

Three subjects are taken at Higher Level (recommended 240 teaching hours) and three others at Standard Level (150 teaching hours). At Jerudong International School, students study English Literature, Mathematics and a combination of subjects taken from Groups 2, 3, 4 and 6.

Group 1 LANGUAGE A	Group 2 LANGUAGE B	Group 3 INDIVIDUALS AND SOCIETIES	Group 4 EXPERIMENTAL SCIENCES	Group 5 MATHEMATICS AND COMPUTER SCIENCE	Group 6 THE ARTS
English Literature	Chinese Malay French Ab Initio French	Economics History Geography	Biology Chemistry Physics	Mathematics	Visual Arts Theatre

In addition the IB Diploma programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service (CAS) requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Students will develop an understanding of the IB learner profile. The ten aspirational qualities of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what is meant by "international-mindedness". IB learners strive to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, open-minded, caring, balanced and reflective.

The IB diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma programme student can be awarded is 45 points. Students that do not gain at least 24 points receive a certificate of results.

A student's examination performance in individual subjects is scored on a scale of 1–7 points with a further three (3) points available in the theory of knowledge and the extended essay components. All others receive a certificate of results for the subjects examined.

Subjects are marked according to the following scale.

Grade	7	6	5	4	3	2	1	N
Comment	excellent	very good	good	satisfactory	mediocre	poor	very poor	no grade

The Theory of Knowledge course and the extended essay are graded according to the following scale.

Grade	A	B	C	D	E	N
Comment	excellent	good	satisfactory	mediocre	elementary	no grade

To find out more about the International Baccalaureate Diploma, please visit our website at <http://www.jis-online.com/ib/> or www.ibo.org.

Group 1: Language A

ENGLISH LITERATURE

Entry Requirements

The minimum requirement for students seeking to study English Literature at Standard level is a C grade for GCSE English and English Literature. For Higher Level, the minimum requirement is at least a B grade for GCSE English and English Literature.

Course Content

Through the study of a wide range of literature, the Language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. The components of the Language A: Literature course are:

Part 1: *Works in translation* - a literary study of works in translation.

Part 2: *Detailed study* - close study and analysis of works of a different genre.

Part 3: *Literary genres* - study of works of the same literary genre.

Part 4: *Options* – study of literary works chosen by the School.

Special Features

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The study of literature is often considered advantageous in careers such as law, journalism, publishing, advertising, marketing, politics and PR.

Course assessment

External Assessment (70%)

Paper 1: Literary commentary (Higher Level - 2 hours; Standard Level - 1 hour 30 minutes)

The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. At Standard Level students write a guided literary analysis in response to two questions.

Paper 2: Literary essay (Higher Level - 2 hours; Standard Level - 1 hour 30 minutes)

The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in Part 3.

Written assignment – Coursework:

Students submit a reflective statement and literary essay on one work studied in Part 1. The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.

Internal assessment (30%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral commentary (Higher Level - 20 minutes; Standard Level - 10 minutes)

Formal oral commentary on poetry studied in Part 2 with subsequent questions followed by a discussion based on one of the other Part 2 works.

Individual oral presentation (10–15 minutes)

The presentation is based on works studied in Part 4.

Group 2: Language B

MANDARIN

Entry Requirements

Mandarin B Standard Level is a suitable course for students who may not wish to continue the study of the language beyond the Diploma programme. They should have achieved at least a B grade in their IGCSE Foreign Language Chinese examination or have some other relevant prior learning. Mandarin B Higher Level is a suitable course for students who may wish to study the language for a future career. They should have achieved at least an A* or A grade in their IGCSE Foreign Language Chinese examination or have some other relevant prior learning.

It is expected that students at both Standard Level and Higher Level have a genuine interest in language learning as well as an interest in Chinese culture and society. The willingness to study conscientiously and the ability to work independently are equally important requirements.

Course Content

Mandarin B enables students to gain competence in the language and gives them access to a broader range of input, experiences and perspectives of Chinese language, culture and society, as well as the enjoyment of being able to communicate in Chinese. The components of the Mandarin B course are:

Core Topics

Social relationships: How people interrelate and behave as members of a community, individually and in groups.

Communication and media: How people interact, transmit and gather data for the purpose of information and entertainment.

Global issues: Current and future matters that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target culture.

Option Topics (only two option topics will be studied)

Health: Physical, mental and social well-being as well as matters related to illnesses.

Customs and traditions: Current and past practices, representations, expressions and knowledge that belong to a community of the target language.

Leisure: The variety of activities performed for enjoyment.

Cultural diversity: The ethnic, gender, racial, ideological and socioeconomic varieties within a community of the target language.

Science and technology: The relationship between science and technology and its impact on a community.

Literature (Higher Level only)

Students are required to read two works of literature originally written in Chinese in order to deepen their understanding of Chinese culture and society, and broaden their vocabulary. This will also enable them to use the language in a more creative manner.

Special Features

The rise of China in the twenty first century presents new economic, political and social realities that demand the ability for non-Chinese to be proficient in the language. Intercultural understanding and communication are distinct and saleable assets for whichever career path a student may choose. Beyond the obvious careers requiring a foreign language as a primary skill such as teaching, interpreting and translating, there are many other fields where understanding a foreign language is a highly desirable auxiliary skill. These include travel and tourism, publishing, the media and journalism, government services, banking, import/export, law, the performing arts, fashion, medicine and research, international marketing and real estate.

Course assessment

External assessment (70%)

Paper 1: (1 hour, 30 minutes. 25%)

Text handling on four (SL) or five (HL) written texts from the core topics.

Paper 2 (1 hour, 30 minutes. 25%)

Standard Level

Students complete one piece of writing of 300-480 characters from a choice of five topics based on the options topics

Higher Level

Students complete two pieces of writing.

Section A: One task of 300-480 characters from a choice of five topics based on the options topics.

Section B: Written response of 180-300 characters to a stimulus based on the core topics

Written assignment (20%)

Standard Level

Inter-textual reading of three sources followed by a writing of 360-480 characters and a 120 character rationale

Higher Level

Creative writing of 600-720 characters plus a 180 character rationale based on one of the literary texts read.

Internal Assessment (30%)

This part of the examination is internally assessed by the teacher and externally moderated.

Individual oral (8-10 minutes plus 15 minutes preparation time. 20%)

This assessment task requires a student to give a 3-4 minute presentation based on a visual stimulus on a topic from the options followed by a 5-6 minute discussion with the teacher. Standard Level students will have a choice of two pictures.

Interactive oral activity (10%)

This assessment task requires a student to participate actively in three classroom activities such as a debate, a role-play or an interview.

FRENCH AB INITIO

Entry Requirements

No prior knowledge of French is required for this course, although some experience of language study is useful. Students that attained a C grade at GCSE French are also eligible to take this subject. Students must have an interest in French and be prepared to work diligently in order to extend their French vocabulary and apply this in both written and spoken form. This course is only available at Standard Level.

Course Content

This course is specifically designed for French beginners and covers the four main areas of reading, writing, speaking and listening. It teaches students how to use and understand French in everyday situations. Over the course, students learn how to communicate effectively in French and also understand elements of French culture. The components of the French Ab Initio course examine three main themes as follows:

1. Individual and society.
2. Leisure and work.
3. Urban and rural environment.

Course assessment

External assessment (75%)

Paper 1: Reading and responding to four written texts (1 hour, 30 minutes. 30%)

Paper 2: Two compulsory pieces of writing (1 hour. 25%)

Written assignment: Produce a piece of writing of 200-300 words under the supervision of the class teacher (2 hours. 20%)

Internal assessment (25%)

Towards the end of the course students are required to give three oral presentations that are assessed by the class teacher and then externally moderated.

Part 1: Presentation by the students based on visual stimulus material

Part 2: Questions about the material

Part 3: General conversation including some discussion about the written assignment

FRENCH

Entry requirements

French B Standard Level is a suitable course for students who may not wish to continue the study of the language beyond the Diploma programme. They should have achieved at least a B grade in their GCSE Foreign Language French examination or have some other relevant prior learning. French B Higher Level is a suitable course for students who may wish to study the language for a future career. They should have achieved at least an A* or A grade in their GCSE Foreign Language French examination or have some other relevant prior learning.

It is expected that students at both Standard Level and Higher Level have a genuine interest in language learning as well as an interest in French culture and society. The willingness to study conscientiously and the ability to work independently are equally important requirements.

Course Content

The Language B course strongly emphasizes the importance of cultural awareness and understanding, and the need to create cultural prototypes rather than accentuate cultural stereotypes. Internationalism is key to the course. French B enables students to gain competence in the language and gives them access to a broader range of input, experiences and perspectives of French language, culture and society, as well as the enjoyment of being able to communicate in French. The components of the French B course are:

Core Topics

Social relationships: How people interrelate and behave as members of a community, individually and in groups.

Communication and media: How people interact, transmit and gather data for the purpose of information and entertainment.

Global issues: Current and future matters that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target culture.

Option Topics (only two option topics will be studied)

Health: Physical, mental and social well-being as well as matters related to illnesses.

Customs and traditions: Current and past practices, representations, expressions and knowledge that belong to a community of the target language.

Leisure: The variety of activities performed for enjoyment.

Cultural diversity: The ethnic, gender, racial, ideological and socioeconomic varieties within a community of the target language.

Science and technology: The relationship between science and technology and its impact on a community.

Literature (Higher Level only)

Students are required to read two works of literature originally written in French in order to deepen their understanding of French culture and society and broaden their vocabulary. This will also enable them to use the language in a more creative manner. The emphasis lies on the appreciation of literature rather than literary analysis.

Course assessment

External assessment (70%)

Paper 1 (1 hour, 30 minutes. 25%)

Text handling on four (SL) or five (HL) written texts from the core topics.

Paper 2 (1 hour, 30 minutes. 25%)

Standard Level

Section A comprises a choice between five questions based on the option topics. Students produce a written response of 250-400 words.

Higher Level

Students complete two pieces of writing:

Section A: One task of 250-400 words from a choice of five topics, based on the options topics.

Section B: Written response 150-250 words based on the core topics.

Written assignment (20%)

Standard Level

Intertextual reading of three sources based on the core topics followed by a written response of 300-400 words and a 100 word rationale.

Higher Level

Creative writing of 500-600 words plus a 150 word rationale, based on one of the literary texts read. The other literary text will not be assessed. Pupils decide how to respond creatively to the literary text of their choice.

Internal Assessment (30%)

This part of the examination is internally assessed by the teacher and externally moderated by the IB.

Individual oral (8-10 minutes plus 15 minutes preparation time. 20%)

This assessment component requires a student to give a 3-4 minute presentation based on a visual stimulus on a topic from the options followed by a 5-6 minute discussion with the teacher. Standard Level students will have a choice of two pictures.

Interactive oral activity (10%)

This assessment component requires a student to participate actively in three classroom activities such as a debate, a role-play or an interview. This will be assessed throughout the year. Active participation to speaking activities is therefore required for a successful completion of French language B at IB Diploma Level.

MALAY

Entry requirements

Malay B Standard Level is a suitable course for students who may not wish to continue the study of the language beyond the Diploma programme. They should have achieved at least a D grade in their GCE Bahasa Melayu examination or B grade in IGCSE Foreign Language Malay examination or have some other relevant prior learning. Malay B Higher Level is a suitable course for students who may wish to study the language for a future career. They should have achieved at least a C grade in their GCE Bahasa Melayu examination or A*/A grade in their IGCSE Foreign Language Malay examination or have some other relevant prior learning.

It is expected that students at both Standard Level and Higher Level have a genuine interest in language learning as well as an interest in Malay culture and society. The willingness to study conscientiously and the ability to work independently are equally important requirements.

Course content

Malay B enables students to gain competence in the language and gives them access to a broader range of input, experiences and perspectives of Malay language, culture and society, as well as the enjoyment of being able to communicate in Malay. The components of the Malay B course are:

Core Topics

Social relationships: How people interrelate and behave as members of a community, individually and in groups.

Communication and media: How people interact, transmit and gather data for the purpose of information and entertainment.

Global issues: Current and future matters that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target culture.

Option Topics (only two option topics will be studied)

Health: Physical, mental and social well-being as well as matters related to illnesses.

Customs and traditions: Current and past practices, representations, expressions and knowledge that belong to a community of the target language.

Leisure: The variety of activities performed for enjoyment.

Cultural diversity: The ethnic, gender, racial, ideological and socioeconomic varieties within a community of the target language.

Science and technology: The relationship between science and technology and its impact on a community.

Literature (Higher Level only)

Students are required to read two works of literature originally written in Malay in order to deepen their understanding of Malay culture and society and broaden their vocabulary. This enables them to use the language in a more creative manner. Only one of the two literature texts is used for assessment. Students will choose the appropriate one.

Special features

South East Asia in the twenty first century presents new economic, political and social realities that demand the ability for non-Malay to be proficient in the language. Malay is understood and spoken in Indonesia, Malaysia, Brunei and Singapore by approximately 300 million people. Although Bahasa Indonesia is rich with its local terms, it is quite easy for a Malay speaker from Brunei, Malaysia or Singapore to comprehend this language. Intercultural understanding and communication are distinct and saleable assets for whichever career path a student may choose. Beyond the obvious careers requiring a foreign language as a primary skill such as teaching, interpreting and translating, there are many other fields where understanding a foreign language is a highly desirable auxiliary skill. These include travel and tourism, publishing, the media and journalism, government services, banking, import/export, law, the performing arts, fashion, medicine and research, international marketing and real estate.

Course assessment

External assessment (70%)

Paper 1 (1 hour, 30 minutes. 25%)

Text handling on four (SL) or five (HL) written texts from the core topics.

Paper 2 (1 hour, 30 minutes. 25%)

Standard Level

Section A comprises a choice between five questions based on the option topics. Students produce a written response of 250-400 words.

Higher Level

Students complete two pieces of writing:

Section A: One task of 250-400 words from a choice of five topics, based on the options topics.

Section B: Written response 150-250 words based on the core topics.

Written assignment (20%)

Standard Level

Inter-textual reading of three sources based on the core topics followed by a written response of 300-400 words and a 100 word rationale.

Higher Level

Creative writing of 500-600 words plus a 150 word rationale, based on one of the literary texts read. The other literary text will not be assessed. Pupils decide how to respond creatively to the literary text of their choice.

Internal Assessment (30%)

This part of the examination is internally assessed by the teacher and externally moderated by the IB.

Individual oral (8-10 minutes plus 15 minutes preparation time. 20%)

This assessment component requires a student to give a 3-4 minute presentation based on a visual stimulus on a topic from the options followed by a 5-6 minute discussion with the teacher. Standard Level students will have a choice of two pictures.

Interactive oral activity (10%)

This assessment component requires a student to participate actively in three classroom activities such as a debate, a role-play or an interview. This will be assessed throughout the year.

Group 3: Individuals And Societies

ECONOMICS

Entry requirements

To study Economics at both Standard and Higher level, students should have at least a grade B in GCSE Mathematics and GCSE English (or an A grade in English as a Second Language.) Students do not need to have studied Economics previously to undertake this course. However if IGCSE Economics has been studied, students should have secured at least a B grade. The higher level course requires candidates to apply mathematics confidently to Economics.

Successful students are interested in the world around them, knowledgeable about international events and familiar with economic terms and concepts, such as inflation, unemployment and economic growth before the start of the course.

Course content

Economics is the study of how the world's scarce resources are allocated. The market system is used widely around the world, and this is the main focus of the course. However, governments also play a significant role in allocating resources and in controlling the market. Therefore the role of the state is also investigated. Following the foundation unit entitled *Introduction to Economics*, students study four main areas:

Microeconomics: This unit has two main themes. Firstly how markets work. The students examine demand and supply analysis as well as various measures of elasticity. The second part looks at why markets may fail to result in desirable outcomes, and how governments can intervene to correct market failure.

Macroeconomics: This unit covers the key macroeconomic concepts such as unemployment, inflation, economic growth and inequality. The relationships between these variables is investigated, primarily using aggregate demand and supply analysis.

International Economics: In a globalising world, this unit is taking on more and more significance. It covers international trade, protectionism, the balance of payments as well as the role and impact of international organisations and trading blocs.

Development Economics: This unit examines the obstacles facing developing countries and the possible strategies that can be used to encourage economic growth and economic development.

Special features

At both Higher and Standard Level the Economics IB courses enhance numerical, analytical and evaluative skills. Students are always encouraged to empathise with the different groups affected by economic events and policies. The courses require students to think carefully and accurately about complex and interrelated theories and concepts. They learn to write coherently and concisely. The knowledge, understanding and skills developed during the courses is useful for those who wish to undertake undergraduate studies in Economics or a related field. For those that do not wish to continue their studies in this area, the knowledge and understanding gained helps guide one's decision making effectively in business, government and when making personal financial decisions. There are many links between Economics and the IB Theory of Knowledge course and many IB schools find that Economics is a popular subject area for an extended essay component of the IB.

Course assessment

External assessment (80%)

Higher Level students complete three examination papers compared to two at Standard Level. These written examination papers comprise the following:

Standard Level

Written Examination (80%)

Paper 1: Essay paper (Higher Level - 30%; Standard Level - 40%)

This paper consists of longer answer questions and focuses on units one and two. Students have to explain and evaluate key economic theories.

Paper 2: Data response paper (Higher Level - 30%; Standard Level - 40%)

This paper consists of shorter questions based on economic data. Students have to recognise and manipulate data. They also have to evaluate the significance of any relationships between data.

Paper 3: Mathematical methods (Higher Level only - 20%) This paper's content focuses on the higher level extension material. More importantly this is when a candidate will be expected to apply mathematical skills to economic issues.

Internal Assessment (20%)

Portfolio of three commentaries on news articles: These commentaries require a student to use Economic theories and concepts to explain, analyse and evaluate issues raised in a news article. The commentaries have strict word limits and as a result encourage students to develop effective and efficient writing styles.

GEOGRAPHY

Entry requirements

Students should have at least a B in GCSE Geography or an equivalent course to study IB at Higher or Standard level.

Course content

The Geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Throughout the course, there is considerable flexibility in the choice of examples and case studies to ensure that the IB Programme in geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity. Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world. Local fieldwork takes place to support and enhance the course and all students will take part in a residential field trip in Year 12. The components of the Geography course are:

Patterns and Change

- Populations in Transition
- Patterns in Environmental Quality and Sustainability
- Disparities in Wealth and Development
- Patterns in Resource Consumption

Optional Themes (two of the following)

- Freshwater: Issues and Conflicts
- Extreme Environment
- Oceans and their Coastal Margins
- Hazards and Disasters - Risk Assessment and Responses

In addition, Higher Level students will study an additional topic:

Global Interactions

- Measuring Global Interactions
- Economic Interactions and Flows
- Socio-cultural Exchanges
- Global Interactions at the Local Level
- Changing Space - The Shrinking World
- Environmental Change
- Political Outcomes

Special features

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Geographers are also highly employable.

Whatever your passion for the world - fascination with landscapes or concerns about inequality - geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally. *Dr Rita Gardner, director of the Royal Geographical Society.*

Course assessment

External Assessment (Higher Level - 80%; Standard Level - 75%)

Paper 1: Patterns and Change (1 hour, 30 minutes. Higher Level - 25%; Standard Level - 40%)

Section A: Students answer all short answer questions. Some include data. (45 marks)

Section B: Students answer one extended response question. (15 marks)

Paper 2: Optional Themes (1 hour, 20 minutes. 35%)

Students answer two (SL) or three (HL) structured questions based on stimulus material, each selected from a different optional theme. For each theme there is a choice of two questions (20 marks per question). Some stimulus material is included in the resources booklet.

Paper 3: Extension - Global Interactions (1 hour. Higher Level only. 20%)

Students answer one of three essay questions. (25 marks)

Internal Assessment (Higher Level - 20%; Standard Level - 25%)

Students submit a written report based on fieldwork. This report will be no more than 1,500 words (SL) or 2,500 (HL) words.

HISTORY: 20TH CENTURY WORLD HISTORY

Entry Requirements

For the Standard Level course students should have achieved at least a B grade at IGCSE or in a related subject such as English. For the Higher Level course, a grade A is advisable. Students should be enthusiastic and capable readers and writers as the course requires a significant amount of independent research and essay writing.

Course Content

Standard Level and Higher Level students study:

- The Arab-Israeli conflict 1945-79
- Origins and Development of Single Party States
- Causes, practices and effects of war
- Historical Investigation – free choice for investigation

In addition, Higher Level students will study Aspects of the History of Asia.

Course assessment

External assessment (Higher Level - 80%; Standard Level - 75%)

Paper 1 (1 hour): This is a document paper addressing the The Arab-Israeli Conflict 1945-79.

Paper 2 (1 hour and 30 minutes): This is an essay paper addressing the two topics: Causes, practices and effects of war and Origins and development of authoritarian and single-party states.

Paper 3 (Higher Level only. 2 hours and 30 minutes): This essay paper has a wide selection of questions on Aspects of the History of Asia.

Internal assessment (Higher Level - 20%; Standard Level - 25%)

An Historical Investigation on any area of the syllabus will be internally assessed for the remaining 25% (SL) or 20% (HL).

Special features

IB History is a rigorous academic course that will broaden your understanding of the world and develop your skills of analysis and evaluation. Analytical reading and good essay writing is at the heart of the course. As such, it is excellent preparation for careers in the law, media, journalism, politics, international relations, education and research.

Group 4: Experimental Sciences

BIOLOGY

To take Biology at Standard or Higher Level, students should have achieved at least a B in GCSE Additional Science or GCSE Physics and at least a B in GCSE Mathematics. Equivalent grades at O Level and IGCSE will also be considered. Students need to be tenacious, hard working, analytical, critical and able to use their initiative. Students are expected to work independently and be fully accountable for their own progress and learning.

Course content

Biology is the study of living organisms, applying the techniques and approach of the experimental sciences. This study of life focuses at all levels from the molecular to that of whole ecosystems. By the end of the course the student will have developed an appreciation of the interactions between these levels and of organisms as functioning entities within the biosphere.

The design of the International Baccalaureate Biology programme seeks to incorporate recent scientific thinking in many countries. Scientific method is best developed and understood through personal experience, therefore the emphasis throughout the programme is on providing students with ample opportunities for research and discovery, particularly through practical work. This also aims to enhance and develop experimental, investigative and practical skills. The programme provides a broad understanding of core concepts in biology to prepare the student for the IB examinations and successful academic careers in science. Through studying the Biology programme students develop their ability to analyse and evaluate scientific information critically and to recognize the limitations of scientific knowledge. The components of the Biology course are:

- Biochemistry and Cells
- Ecology and Evolution
- Proteins and Nucleic Acids
- Respiration and Photosynthesis
- Human Health and Physiology
- Genetics
- Plant Science

Special features

Studying Biology is an excellent introduction to a wide range of careers. As a science subject, students are able to demonstrate competence at handling data and statistically analysing results. Students are also able to demonstrate the ability to synthesise knowledge and understanding in longer written assignments and essays. As a result, biologists can enter many different careers, from medicine and biomedical science to other subjects not directly related to Biology but which value analytical skills, such as law. Other students will carry on studying pure Biology at university and use this as an entry to further research and higher degrees, such as MSc and PhD. Biology is an inherently fascinating subject and many students opt for Biology simply for the enjoyment of studying it.

Course assessment

Assessment for the IB Diploma is based on a combination of external examinations, taken at the end of the course and internal assessment carried out by the Biology teacher.

External Assessment (76%)

Standard Level

Paper 1 (45 minutes. 20%): Thirty (30) multiple choice questions based on the core topics.

Paper 2 (1 hour, 15 minutes. 32%): Structured and extended response questions on the compulsory areas of study.

Section A: A data-based question and several short answer questions on the core topics.

Section B: An extended-response question on the core topics (from a choice of three).

Paper 3 (1 hour. 24%): Several short answer questions in each of the two option topics.

Higher Level

Paper 1 (1 hour. 20%): Forty (40) multiple choice questions based on the core and AHL topic.

Paper 2 (2 hours, 15 minutes. 36%): Structured and extended response questions on the compulsory areas of study.

Section A: A data-based question and several short answer questions on the core and AHL topics.

Section B: Two extended-response questions on the core and AHL topics (from a choice of four).

Paper 3 (1 hour, 15 minutes. 20%): Several short answer questions and one extended response question in each of the two option topics.

Internal assessment (24%)

Practical work carried out and recorded by the students, including the Group 4 project. The Group 4 Project is an integrated, collaborative task where students work with other students from different sciences. Their personal skills are also assessed during this project.

CHEMISTRY

Entry Requirements

To undertake Chemistry at Higher Level, students should have at least an A Grade in GCSE Chemistry (or Science Double Award) and a B Grade at GCSE Mathematics. To follow Chemistry at Standard Level, students should have at least a B Grade in GCSE Chemistry (or Science Double Award) and a C Grade at GCSE Mathematics.

Course Content

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigative skills. Chemical principles underpin both the physical environment in which we live and all biological systems. There are a variety of approaches to the teaching of chemistry. By its very nature, chemistry lends itself to an experimental approach which is reflected throughout the course. Students will use ICT to support their work. Students will work alone, in small groups or get involved in whole class discussions. They will be encouraged to think critically about the following topics:

Compulsory Areas of Study.

- Quantitative chemistry
- Bonding
- Equilibrium
- Organic chemistry
- Atomic structure
- Energetics
- Acids and bases
- Measurement and data processing
- Periodicity
- Kinetics
- Oxidation and reduction

Option Modules (students study two):

- Modern analytical chemistry
- Medicines and drugs
- Further organic chemistry
- Human biochemistry
- Environmental chemistry
- Chemistry in industry and technology
- Food chemistry

Course assessment

External assessment (76%)

Standard Level

Paper 1 (45 minutes. 20%): Thirty (30) multiple choice questions on the compulsory areas of study.

Paper 2 (1 hour, 15 minutes. 32%): Structured and extended response questions on the compulsory areas of study.

Paper 3 (1 hour. 24%): Structured and extended response questions on two option modules.

Higher Level

Paper 1 (1 hour. 20%): Forty (40) multiple choice questions on the compulsory areas of study.

Paper 2 (2 hours, 15 minutes. 36%): Structured and extended response questions on the compulsory areas of study.

Paper 3 (1 hour, 15 minutes 20%): Structured and extended response questions on two option modules.

Internal assessment (24%)

Both Higher Level and Standard Level students complete a range of laboratory practicals which are internally assessed within the school. These will test the students' ability in design, data collection and processing, conclusion and evaluation, manipulative skills and personal skills. The internal assessment component is individualised by the teacher for the cohort of students and includes the Group 4 project. The Group 4 Project is an integrated, collaborative task where students work with other students from different sciences. Their personal skills are also assessed during this project.

Special Features

The IB Chemistry Course provides an excellent pathway for the development of critical faculties and intellect. It is a linear course that gives students an overview of the interconnectedness of Chemistry. It seeks to instil a variety of transferrable skills within the students. Apart from being a subject worthy of study in its own right, Chemistry is a pre-requisite for many other courses in higher education such as medicine, biological science and environmental science, and serves as useful preparation for employment.

PHYSICS

Entry requirements

To take Physics at Standard or Higher Level, students should have achieved at least a B in GCSE Additional Science or GCSE Physics and at least a B in GCSE Mathematics. Equivalent grades at O Level and IGCSE will also be considered. Students need to be tenacious, hard working, analytical, critical and able to use their initiative. Students are expected to work independently and be fully accountable for their own progress and learning.

Course content

The Standard Level course presents the best aspects of traditional Physics along with modern concepts. Students gain a stronger understanding of how they learn through the acquisition of knowledge and understanding of the physical concepts. Students will not just perform experiments, but also learn how to use ICT resources to analyse data effectively and model physical principals using spreadsheets. This will develop the key skills of a Physicist: analysis and presentation of data, communication and theory building. The Higher Level course has the same foundations as the Standard Level. However, within the Higher Level course, a greater depth of study is involved. Being a physical subject in which many theories are based on and proven by the acquisition of empirical data, much of the course involves the development of practical skills.

At Standard Level the following topics are studied:

- Physics and physical measurement
- Waves and wave properties
- Atomic and nuclear physics
- Oscillations and simple harmonic motion
- Kinematics
- Thermal physics
- Fields and forces
- Dynamics
- Electric currents
- Energy, power and climate.

At Higher Level the following topics are studied:

- Projectile motion
- Quantum physics
- Wave phenomena
- Digital technology
- Thermodynamics
- Electromagnetic induction

Pupils also complete a project and study two optional topics, to be decided by the teacher.

Course assessment

External assessment (76%)

Standard Level

Paper 1 (45 minutes. 20%): Thirty (30) multiple choice questions on the compulsory areas of study.

Paper 2 (1 hour, 15 minutes. 32%): Structured and extended response questions on the compulsory areas of study.

Paper 3 (1 hour. 24%): Structured and extended response questions on two option modules.

Higher Level

Paper 1 (1 hour. 20%): Forty (40) multiple choice questions on the compulsory areas of study.

Paper 2 (2 hours, 15 minutes. 36%): Structured and extended response questions on the compulsory areas of study.

Paper 3 (1 hour, 15 minutes 20%): Structured and extended response questions on two option modules.

Internal assessment (24%)

The remaining 24% of the marks come from the investigative skills developed over the course and during the Group 4 project. The Group 4 Project is an integrated, collaborative task where students work with other students from different sciences. Their personal skills are also assessed during this project.

Special features

Physics opens doors to a wide range of careers including scientific research, medicine, engineering and working in finance. You can even become a Physics teacher. Physics is one of the most sought after qualifications going!

Group 5: Mathematics and Computer Science

MATHEMATICS

Entry requirements

To study Standard Level Mathematics a student needs to have attained a grade B or better in the Higher Tier of the GCSE Mathematics course or equivalent. To study Higher Level Mathematics a student will need to have attained a grade A or better in the Higher Tier of the GCSE Mathematics course or equivalent and be deemed able to cope with the demands of the course.

Course content

The Standard Level course covers seven broad areas of Mathematics. These are algebra, trigonometry, statistics, probability vectors, calculus and matrices. All are fundamental mathematical tools used for solving many important problems.

The Higher Level course covers the same seven areas, but looks into each topic in far greater depth. Many of these concepts will be particularly challenging. The Higher Level course also includes an optional topic. Students choose one from:

- Further Statistics and Probability
- Discrete Mathematics.
- Sets, Relations and Groups
- Series and Differential Equations

Special features

Why study Mathematics? What can I do with it? Many high paid jobs require mathematical skills and, indeed, a 1999 report from The Times stated that young people with A-level or equivalent IB mathematics earn on average ten per cent more than their mathematically challenged counterparts. Jobs where maths is essential include the financial sector where a large percentage of students become accountants, actuaries, traders on the Stock Exchange, fund managers, investment analysts and bankers. Statisticians are employed by government departments, health boards and pharmaceutical companies. The IT sector also employs maths graduates as programmers and systems analysts. Opportunities exist in research and development, business and personnel management.

Employers are always looking for people who can think logically, analyse a situation rigorously and then make a sensible decision on the basis of their conclusions. These so-called transferable skills are an integral part of a mathematician's training and make maths graduates highly marketable. Indeed such graduates can do almost anything.

Course assessment

External Assessment (80%)

Standard level

Paper 1 (90 minutes. 40%): Fifteen (15) short questions on the main topics, namely algebra, trigonometry, statistics, probability vectors, calculus and matrices.

Paper 2 (90 minutes. 40%): Five extended questions on the same topics, but questions are multi-stage in nature.

Higher Level

Paper 1 (2 hours. 30%): Twenty (20) short questions on the main topics, namely algebra, trigonometry, statistics, probability vectors, calculus and matrices, but with more difficult applications than Standard Level.

Paper 2 (2 hours. 30%): Five (5) extended questions on the same topics, but expect each question to be multi-stage and very challenging.

Paper 3 Option (1 hour. 20%): Students complete a written paper on one topic from (a) Further Statistics and Probability (b) Sets, Relations and Groups (c) Series and Differential Equations (d) Discrete Mathematics.

Internal assessment (20%)

For both Standard Level and Higher Level, students are required to complete one investigation and one modelling piece.

Group 6: The Arts

VISUAL ARTS

Entry requirements

It is preferable for students to have attained at least a grade B for GCSE Art and Design. Students who have not studied GCSE but wish to follow the IB course should present a portfolio of work to the Head of Art who will then decide if they have the skills needed to be able to undertake the course.

Course content

Students may opt for the Standard or Higher Level in this subject. The content is the same for both levels, but the time spent and quantity of work which is expected to be produced differs.

The components of the Visual Arts course are:

Standard Level: 60% Studio Work, 40% Investigation Workbooks

Higher Level: 40% Studio Work, 60% Investigation Workbooks

Students are expected to exhibit their work at the end of the two year course and will be interviewed by the external examiner about their work.

Special features

The study of visual arts is valuable in a wide range of arts related careers such as fine art, fashion, product design, graphics, photography, textiles, theatre design, architecture, ceramics, metalwork, advertising and art history. Art study offers students opportunities to extend their creative approaches to problem solving, as well as promoting dexterity and control. Other features include local and overseas educational visits to view work of historical and contemporary artists.

Course assessment

All assessment is coursework based. 40% of the work is set by the school, 60% is externally set.

THEATRE

Entry requirements

Students who select this course should have a strong interest in all aspects of Theatre (not just performance) and must demonstrate a willingness to be involved in a range of performance projects. Students must also show strong academic qualities and skills to be allowed entry to this course. No pre-requisites are required but a C at GCSE Drama or interest in skills in performance or production or design are used in deciding a candidate's suitability.

Course Content

The IB Theatre course seeks to engage students and foster critical study and international understanding of the composite art of theatre and the culture of performance and ensemble work. This is not just a performance or acting course. Students gain practical experience in the vital areas of theatrical production including acting, directing, design, construction, operation, and management of the theatrical process. These experiences will lead to an individual yet more global understanding of theatre processes and the affect that the dramatic arts has on cultural and aesthetic perspectives.

The curriculum of IB Theatre is taught, experienced and assessed through performance based activities, discussions, and ensemble work. Study of Western and Asian theatre traditions (like Malay Wayang and Japanese Noh theatre) is done throughout the course. Work in the ensemble philosophy, stage movement, characterization, voice work and acting theory is conducted through the use of the international dramatic literature of the course. Students will fulfil the requirements of attending theatrical performance, involvement in major productions, research of culturally diverse dramatic works, and in-depth play analysis throughout the course. Local and international trips to see performances are part of the course. Focus and emphasis will be placed on the relationships and differences between these diverse works, historical eras, and dramatic genres.

The IB Theatre experience will be broken into four or five compulsory parts depending on a student's Higher Level or Standard Level status including Performance Skills, World Theatre Studies, Practical Play Analysis, Theatre Production and the Individual Project (Higher Level only).

The components of the Theatre course are:

Theatre in the Making: A study of one or two stimulus and investigating how performance can be developed from different stimuli or themes

Theatre in Performance: Participate in two to three performances in two to three different roles (acting, directing, lighting design, set design, costume design and stage management)

Theatre in the World: Study at least two contrasting theatrical practices (i.e. Greek theatre and Malay Wayang)

The Independent Project: Create and present an original Choose one of two options work inspired by any source, of any origin. Pursue a specialized interest with rigour and imagination.

Course assessment

IB Theatre Arts programme is made out of four components; two are internally assessed and two are externally assessed.

External Assessment (50%)

The external components are a Practical Performance Proposal (PPP) and a Research Investigation (RI). There are two components in this assessment.

1. Theatre performance and production presentation.
2. Submission of an independent project portfolio.

Practical Performance Proposal: The student has to adopt a directorial perspective and write a concept for a play using one of the prescribed stimuli (Standard Level - 250 word pitch and explanation. Higher Level -1,000-1,250 word rationale).

Research Investigation: The student has to write a research essay in which they present his or her research on a previously unfamiliar theatre practice (Standard Level-1,500-1,750 words. Higher Level – 2,000-2,500 words).

Internal assessment (50%)

There are two components in this assessment:

1. Research Investigation.
2. Practical performance proposal.

The internal assessments are the Theatre Performance and Production Presentation (TPPP) and the Independent Project Portfolio (IPP).

Theatre Performance and Production Presentation: This is an oral and visual presentation on the student's involvement in their performance and production aspects of all areas of the core syllabus (Standard Level, 20 minutes. Higher Level, 30 minutes).

Independent Project Portfolio: This is an essay of 3000 (HL) and 2000 words (SL) in which the student reflects on his/her learning and development during the production of an independent project. The Independent Project Portfolio is assessed both internally and externally. Students also write a journal of all their activities and, although this is not assessed, it is a central element of the IB Theatre course.

Special features

This course involves performance projects and places special demands at these times. The course includes field trips to see live performances in Brunei, Singapore, Britain or Australia and this does involve extra cost and time commitment. Students learn skills which can help in careers in acting, directing, production, design, theatre management, entrepreneurship, dramaturgy, writing, choreography and journalism.

A-level Programme

Students enter the two year A-level programme in late August/early September each year and select up to four subjects from a range of approximately twenty five (25) 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 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 A-level 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. 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.

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.
3	3 AS/A2 + IELTS + Universities Award	GCSE grade B or higher in all 3 AS/A2 subjects to be studied.

Please note that it is expected that students studying GCSE English as a Second Language or O Level English are expected to achieve an A grade to be able to study English Literature or Humanities-based A-levels.

External candidates are only eligible for Programme 1 and must have at least a C grade in O Level Mathematics and English Language (or equivalent) to be offered a place in the Sixth Form. Students must meet the minimum entry requirements for all A-level subjects that they wish to study.

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

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

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

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

We currently offer approximately twenty five A-level subjects in the Sixth Form. It is very important that students select those subjects in which they are interested and will enjoy, those in which they will secure a high grade and those which will allow them 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*/A	B	C	D	E	U
Mark	100 - 80	79 - 70	69 - 60	59 - 50	49 - 40	< 40

Note: An A* grade is awarded to a Year 13 student that has attained 90% or more in all modules for an academic subject.

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.

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).

IELTS AND ENGLISH LANGUAGE SUPPORT (ENGLISH FOR ACADEMIC PURPOSES)

The option to undertake one less AS Level and focus on language needs has been offered in the Sixth form as English for Academic Purposes course (EAP). This consists of three taught lessons of IELTS and five language support sessions. Three lessons of IELTS per week are also taught in the core line. In Year 13 Language Support, students with English language proficiency needs take a topic based course with a special emphasis on English for Academic Purposes

IELTS (International English Language Testing System) is an external Cambridge examination and a requirement for any EAL student intending to study at a university in the United Kingdom, Australia, New Zealand and many institutions in South East Asia.

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 and Presentation Skills

Students must gain credits by completing challenges and providing evidence to demonstrate skill 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, 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 (FINE ART)

EXAMINATION BOARD: AQA 1202B/2202B

Entry requirements

It is preferable for students to have attained at least a grade B at GCSE Level. Students who have not studied GCSE but wish to follow the A-level course should present a portfolio of work to the Head of Art who will then decide if they have the skills needed to be able 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 faculty 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.

A-level Fine Art is desirable for careers within the arts such as fine art, graphics, fashion, product design, theatre design, textiles, architecture, photography, graphic design, advertising/marketing, ceramics, metalwork, education and art history. It encourages creative approaches to problem solving, promotes dexterity and control on a practical level and a sequential development of ideas. 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 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 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; 16.66% of A-level)

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

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

The A2 units are titled:

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

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

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

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 B at IGCSE Foreign Language Chinese or other relevant prior learning would be expected 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 ability to speak Chinese and to convey their understanding of both Chinese language materials and recordings. Students also need to produce 180-200 characters of Chinese writing in the form of a letter, report or article.

The A2 Level stresses the ability to understand and respond in writing to written Chinese. It also enables students to demonstrate their ability to communicate effectively, accurately and confidently in written Chinese and promotes the knowledge and understanding of Chinese culture and/or society through focused research.

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 develops an advanced understanding of Chinese and is delivered through the use of authentic materials from a variety of media including textbooks, magazines and the internet.

Special features

China has become the world's second largest economy. Beyond the obvious careers requiring a foreign language as a primary skill, such as interpreting and translating, many other career fields, such as travel and tourism, the media and journalism, government services or international marketing, value the understanding of a foreign language as a highly desirable skill.

Course assessment

AS Level

Unit 1: Spoken Expression and Response: spoken assessment (8-10 minutes. 30% of AS, 15% of the total A-level mark)

Unit 2: Understanding and Written Response: Listening & Written examination (2 hours, 30 minutes. 70% of AS, 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: Written examination (2 hours, 45 minutes. 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 available resources.

DESIGN AND TECHNOLOGY – FOOD TECHNOLOGY

EXAMINATION BOARD: AQA 1540/2540

Entry requirements

Students interested in studying Food Technology should have attained at least grade B in GCSE Food Technology. This course builds upon and extends the knowledge, understanding and skills developed in GCSE Food Technology. 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 examination. 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 examination. 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 B 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 examination. 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 examination. 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. No pre-requisites are required for this course, but a C at GCSE Drama is desirable.

Course Content:

Students performers work with other group members to devise an original performance on a set topic. Student drama design students work on group and individual projects. Performance work and design work involves the study of play texts from different genres and styles with consideration of cultural, historical and practical perspectives. Students are expected to perform or design for 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 includes field trips to see live performances in Brunei, 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 and Exploration of Dramatic Performance

Unit 4: Theatre Text in Context (written examination)

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. Grade B or above in GCSE Language and Literature is a minimum requirement. Over and above this, the candidate will need to be highly motivated to read independently and 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.

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. Two of the twelve texts, a poetry anthology and a critical anthology, are provided by AQA. A substantial amount of extra, wider reading is to be completed as well. The student will also be expected to research and present topics to the class as required.

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, the experience of others and the world around them.

Course assessment

AS Level

Unit 1: Aspects of Narrative (2 hour open book examination. 60% of AS; 30% of full A-level)

Unit 2: Coursework – Dramatic Genres – Tragedy (2,400-3000 words. 40% of AS; 20% of full A-level)

A2 Level

Unit 3: Elements of the Gothic (2 hour closed book examination. 60% A; 30% of A-level)

Unit 4: Coursework – Further and Independent Reading (2700-3500 words. 40% of A; 20% of A-level)

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 allow 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 French speaking region/community or the study of a period of twentieth century French history or the study of a French novelist/dramatist/poet or the study of a French director/architect/musician/painter.

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 A-level)

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

A2 Level

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

Unit 4: Speaking test (35 minutes. 15% of 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: 2 hour examination paper worth 70% of AS Level

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

A2 Level

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

Unit 4: 1½ hour examination paper worth 20% of 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: Germany 1845-1945

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.

INFORMATION & COMMUNICATIONS TECHNOLOGY EXAMINATION BOARD: WJEC 500/3026/7 AND 500/2607/0

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 a student has studied it before, and did not achieve a Grade B or higher then they should question why they believe they might be successful at A-level ICT. Students need to have at least a B grade in Mathematics and Physics to have a realistic chance of being suited to ICT at Advanced Level.

Course content

ICT is widely used in all aspects of government, business, industry, education, leisure and the home. In this increasingly technological age a study of ICT and particularly how it can be used in the solution of a variety of problems is worthwhile. ICT demands both logical discipline and imaginative creativity; it encourages an awareness of the management and organisation of systems; it extends the students' horizons beyond the school environment in the appreciation of the effects of ICT applications on society and individuals.

At AS Level, students learn about Information Systems and how to describe and evaluate a wide variety of systems combining technical knowledge with aesthetic and ethical judgement. Students learn to understand principles and techniques for presenting information in presentations, documents, database reports and web media. The course examines the role of networks of various kinds and the nature of human interaction with computer systems. Students are required to complete a portfolio using spreadsheet modelling software and a practical set of tasks exploring standard and advanced features of software to present information.

At A2, students study the uses and impact of ICT upon the policy and practice of organisations, and the principles of relational database theory. Study of how systems are developed, and how systems can deliver useful information to managers and strategic decision-makers, completes the theory unit. Finally, students produce a practical database project for a realistic context.

Special features

Programming in ICT A-level makes use of the programming facilities contained within Office applications such as Visual Basic for Application (VBA), and is seen as an advanced feature of students' work.

Course assessment

IT1: Information Systems (2 ¼ hour written examination. 60% of AS; 30% of A-level)

IT2: Presenting Information Tasks (internally assessed unit. 40% of AS; 20% of A-level)

IT3: Use and Impact of ICT (2 ½ hour written examination. 60% of A2; 30% of A-level)

IT4: Relational Database Project (internally assessed unit. 40% of A2; 20% of A-level)

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 FP1 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.

USE OF MATHEMATICS

EXAMINATION BOARD: AQA 5351

Entry requirements

Students should have gained a Grade C or above in GCSE Mathematics. This course is more appropriate than AS Mathematics if students have only studied Mathematics at Foundation Level. AS Use of Mathematics is a relatively new AS qualification. It is very different from other AS qualifications in Mathematics because there is less emphasis on content and more on applying, understanding, reasoning and communication. It is especially useful if students do not intend to study Mathematics to A2 level but want to continue studying it beyond GCSE, perhaps to support other subjects.

Course content

The AS Use of Mathematics course consists of three units:

Unit 1: Working with Graphical and Algebraic Techniques (6991)

This unit is useful when students have to use algebra, functions and graphs in their other subjects, such as ICT, Science, Economics or Business Studies. Student use graphic calculators and graph plotting software.

Unit 2: Using and Applying Statistics (6990)

This unit is useful when students have to use statistical techniques and analyse data critically in their other subjects, such as Humanities, Business Studies, Economics, Psychology, Science and ICT. Students develop their mathematical thinking whilst learning about Statistics.

Unit 3: Applying Mathematics (UOM4)

This unit extends the use of Mathematics in the areas of algebra, functions and graphs. Students learn how to develop mathematical models and think critically about how mathematics is used. Students develop their powers of mathematical comprehension, explanation, reasoning and communication.

Course assessment

The first two units are each assessed by a coursework portfolio (worth 50% of the unit) and a written (one and a half hour) examination (also worth 50%) where the questions are based on a pre-released Data Sheet.

Applying Mathematics is assessed by two written papers: a one hour mathematical comprehension with questions based on pre-release material which carries a maximum of 30 marks and a one and a half hour paper which assesses a student's ability to apply mathematical techniques. This paper carries a maximum of 70 marks.

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.

MEDIA STUDIES

EXAMINATION BOARD: AQA 1571/2571

Entry requirements

A Grade C or better in IGCSE First Language English, a grade A in IGCSE Second Language English or O Level English Language (or recognized equivalency) is the base-line requirement for entry onto this course. Some exceptions can be made with students with proven experience or expertise in print, digital, video and global television media.

Course content

Students will be involved actively in the crafting, styling and production of tele-visual 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 be used to inform their work on Unit 2.

For Unit 2 candidates 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 build on their AS work to look more fully at the contexts of media production and consumption – why and 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 A-level)

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

A2 Level

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

Unit 4: Media: Research and Production (practical unit, internally assessed and externally moderated. 25% of 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
- Music arrangement and composition
- Multi-track recording
- CD production
- Computer audio editing and mixing

Written

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

Special Features

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

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

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. Assessment is through internal practical assessment with a portfolio of evidence (50%)

A2 Level

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

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

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 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, Business Studies, Economics or other 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 Spanish speaking region/community or the study of a period of twentieth century Spanish history or the study of a Spanish novelist/dramatist/poet or the study of a Spanish director/architect/musician/painter.

Special features

Students 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 A-level)

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

A2 Level

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

Unit 4: Speaking test (35 minutes. 15% of 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 a website which provides 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.

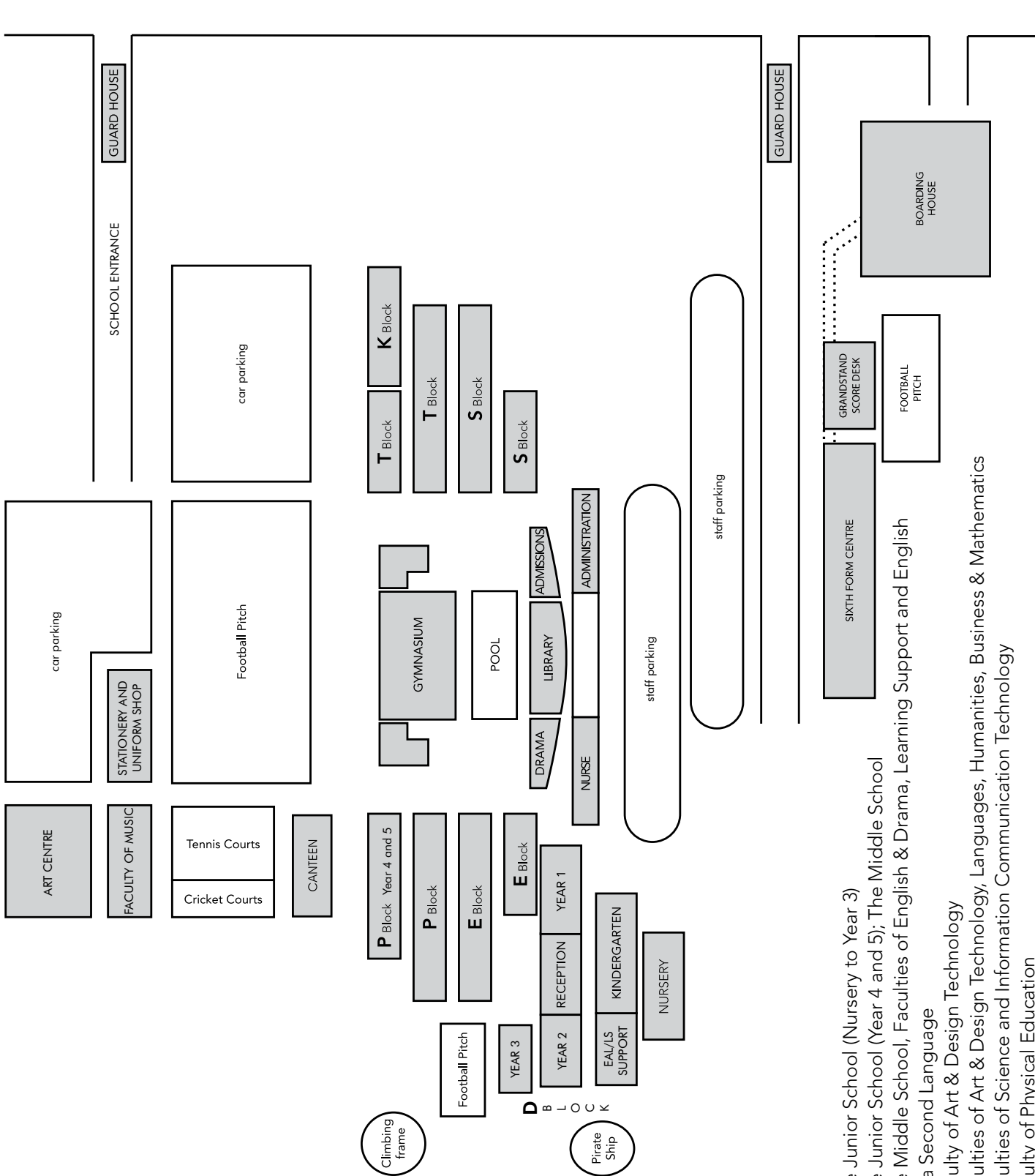
PARENT TEACHER COMMUNITY GROUP

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.

MAP OF THE SCHOOL GROUNDS



- D Block** - The Junior School (Nursery to Year 3)
- E Block** - The Junior School (Year 4 and 5); The Middle School
- P Block** - The Middle School, Faculties of English & Drama, Learning Support and English as a Second Language
- K Block** - Faculty of Art & Design Technology
- T Block** - Faculties of Art & Design Technology, Languages, Humanities, Business & Mathematics
- S Block** - Faculties of Science and Information Communication Technology
- Gymnasium** - Faculty of Physical Education
- Art Centre** - Faculty of Music and Stationery And Uniform Shop