

Sixth Form HANDBOOK



Braeburn International
School Arusha



Contents

Philosophy and Objectives	3
Introduction	3
Why Come to Braeburn Arusha's Sixth Form?	4
University Success	6
United Kingdom	7
Europe	8
Africa, Australasia and Asia	10
America	12
What Course Should I Choose?	14
Flexible Learning	17
Code of Conduct	18
Boarding Facilities	20
Our Students Say	20
How Can You Get a Place at Braeburn?	23
Questions You May Ask	23
How is the Sixth form Different from KS4?	25
Art and Design	26
Biology	29
Business (Core)	30
Business (Management)	33
Business (Marketing)	34
Chemistry	37
English Language	38
English Literature	38
French	40
Geography	41
History	41
Hospitality	42
Computer Science	45
Mathematics	46
Media Production (Television and Film)	48
Music (Performing)	50
Performing Arts	52
Physics	54
Physical Education - Sport	56
Psychology	58
Sociology	58



Our philosophy and objectives

Vision: Every student a successful learner, a confident individual, a responsible citizen.

Mission: The Braeburn Group of International Schools is a group of co-educational international schools offering British/International curricula in Kenya and Tanzania. Our schools actively value and celebrate diversity, nurturing personal growth by providing a friendly and supportive environment.

Braeburn International School Arusha aims to ensure:

- our **learners are successful** through offering a wide range of academic, extra-curricular and sporting activities so that all our students can find their strengths and excel. We empower students so they can make the transition into world-wide university education successfully.
- each **individual is confident** by providing a safe and stimulating environment with a 'family feel'. We recognise and celebrate everyone's achievements and provide them with the opportunities they need, to become assertive and respectful communicators.
- that all our **citizens are responsible** by cultivating holistic learning that enhances global citizenship and promotes intercultural and international understanding and respect.

Introduction



Braeburn Arusha's Sixth Form is challenging, supportive and friendly. We are justifiably proud of it and proud of the students who have made it so successful.

Our energy and enthusiasm combined with our pleasing results, make Braeburn Arusha a very exciting choice of sixth form. The range of high quality courses we offer provides a wide range of experiences and qualifications to suit different people and career paths. All students benefit from regular meetings with their tutors who monitor and support them in their studies. We strive to ensure that all students in our care achieve their full potential.

We want our students to develop all aspects of their character, not just academically, and as a result, we have introduced a wide range of stimulating extra curricular activities such as the International Award, which our students have all appreciated. As part of this, students gain the chance to do voluntary work in our local community. LAMDA (London Academy of Music and Dramatic Art) gives our students the chance to improve their public speaking and performance skills, whilst the ABRSM exams in violin, piano, guitar and singing assess their musical ability at a world recognised standard. These clubs, along with the MUN, (Model United Nations) are regarded highly in universities across the world.

We have put in place a structured programme to support each of our sixth formers to apply for the course and university that they want to. Timetabled university application tutorials, visits to university fairs, one-to-one careers interviews, international work experience and arranging the IELTS and ACT tests all ensure that our students are successful in their applications to worldwide universities.

If you come to Braeburn Arusha's sixth form, we can guarantee that you will be challenged and stimulated both in and outside the classroom and we will do our utmost to support and guide you on your path to success.

Alison Rogers
Head of School

Why come to Braeburn Arusha's Sixth form?



Braeburn International School Arusha offers all students an exciting progression into the sixth form. The sixth form shares the same caring family atmosphere as the rest of the school, ensuring that newcomers settle in quickly. It boasts a study room with wireless access, along with all the facilities expected from a modern international school: a competition sized swimming pool, playing fields for athletics, football, rugby and cricket, a shaded basketball court and an amphitheatre. Internet access is readily available in our ICT suite and subject rooms, as well as in the library. The science laboratories are well equipped and have an interactive white board. The school boasts a range of highly experienced sixth form teachers. Learning takes place in small supportive classes where you are guaranteed focussed teacher attention.

Not surprisingly, the majority of students choose to stay on at Braeburn International School Arusha and 100% are rewarded with offers of places at university. We pride ourselves in the support we give our students in guiding them through the choices available at university and in the help that we give them in making their university applications.

The sixth form offers a **range of options** so that all students can choose a course which they can both enjoy and achieve success in. **A Level courses** are offered in all of the traditional subjects as well as subjects like Sociology and Psychology. We also offer vocational qualifications which enable students to gain entry into university in Performing Arts, Music, PE, Media, Hospitality, Art and Business.

We pride ourselves in our flexibility and will work with students to create individual learning plans to suit them wherever possible.

Braeburn's students are **successful**, not only academically but in being prepared for the challenges of life. Because we take time placing them on the right course, 100% of our students pass their A level exams and BTEC units. Our students have a well deserved reputation as being well-rounded and as a result we are confident that we give them the best chance possible for success.

Braeburn International School Arusha's sixth form is renowned for being **supportive, friendly and caring**. We want all students to **'be the best that they can be'** and work alongside individuals to help them achieve their true potential. Students find support from their tutors who meet with them as

We pride ourselves in our flexibility and will work with students to create individual learning plans to suit them wherever possible.

part of a tutor group once a week as well as making time to have individual one-to-one mentoring conversations to monitor progress. Students are helped with their university applications and are given support in developing their study skills, time management and organisational ability, especially when they first arrive in the sixth form. This is essential in helping students to settle into life in the sixth form and in making a quick and effective transition.

At Braeburn International School Arusha we want all our students to develop into **well-rounded and mature individuals**. As a result we organise an exciting programme of **extra-curricular activities** that are guaranteed to enhance any application form. Students can work their way through a **range of choices** such as taking part in the whole school production or training with a school team or signing up for some voluntary work with children from

our local orphanage or in improving the environment. In addition all Year 12 students get the opportunity to go on an **expedition** as well as going on subject specified field trips. There is an active **student council** and **prefect body** who put together a range of events and make a positive contribution to the life of the school as a whole. Over 40 nationalities are represented in the school from five continents, ensuring that wherever you are from, you are sure to feel at home.

Our aim is to ensure that all our students gain entry into the world's top universities. Braeburn International School Arusha offers a two year course in either A levels (Cambridge), BTEC (Edexcel) or a combination of both courses. These courses are accepted worldwide.



Students at an EAMUN Conference

University Success

At Braeburn International School Arusha we are proud that **100% of our students gain offers to universities around the world**. And this is no accident! A lot of work is involved in getting you into the university of your choice. Sadly many students all over East Africa fail to get the information that they need on time to get them into their favoured university. At Braeburn International School Arusha, we pride ourselves on the individual support we give to all our sixth form students, ensuring that they make informed and realistic choices:

- We take you to a number of university fairs where you can gather information from a range of international universities.
- We keep in touch with our former students so you will have a link in the country of your choice and so we can get inside information about the universities that you are interested in.
- We timetable university application sessions so that you will get help with personal statements and applications in this time.

- We give you a helpful booklet to guide you through your applications.
- Applications are completed by the end of November, for entry in September or after of the following year.
- We register interested students for the American ACT exam as well as the IELTS and we arrange transport to the test centres.
- We give you an individual tutor who will work on your application and check it is excellent, before it is sent off.
- We write references for you within 7 days of any request.
- We offer you all the extra curricular activities and opportunities for community service that you need to make your application stand out.
- We set up individual appointments for you with Alex Manning, the Braeburn Group University Advisor, who has 20 years of experience in world-wide university applications.

No wonder, that at the moment we have students successfully studying in **18 different countries** of the world.

International Exposure

Not only are our students given the chance to meet university reps from around the world, but we also organise a trip to the UK every Easter. This trip enables sixth formers to see what it would be like to live in a city like London. They learn to use the public transport system and experience living in a typical house where they need to organise breakfast and packed lunches, and do their cleaning before going out. They have the opportunity to meet up with a number of alumni studying in colleges across the UK to ask them about their first hand experiences. In addition, they get the chance to visit a couple of universities both in and outside the city to see first-hand the range of courses available and the facilities and resources to expect. This opportunity will give them a clearer understanding of whether they feel comfortable in a large city or a smaller town and whether they prefer a campus or a university spread out across a town. It is very difficult to understand all these differences from a prospectus or a website but a visit helps students to be clearer about what they feel comfortable with and helps them to get a better understanding of the sorts of questions they wish to ask university admission reps in future.

In addition, the 10 day visit also enables students to further their areas of study and interest. Visits to international businesses, sport's venues, performances, museums and galleries are arranged, depending on the interests of the students.

This trip enables students to consider more fully the opportunities open to them after leaving school and gets

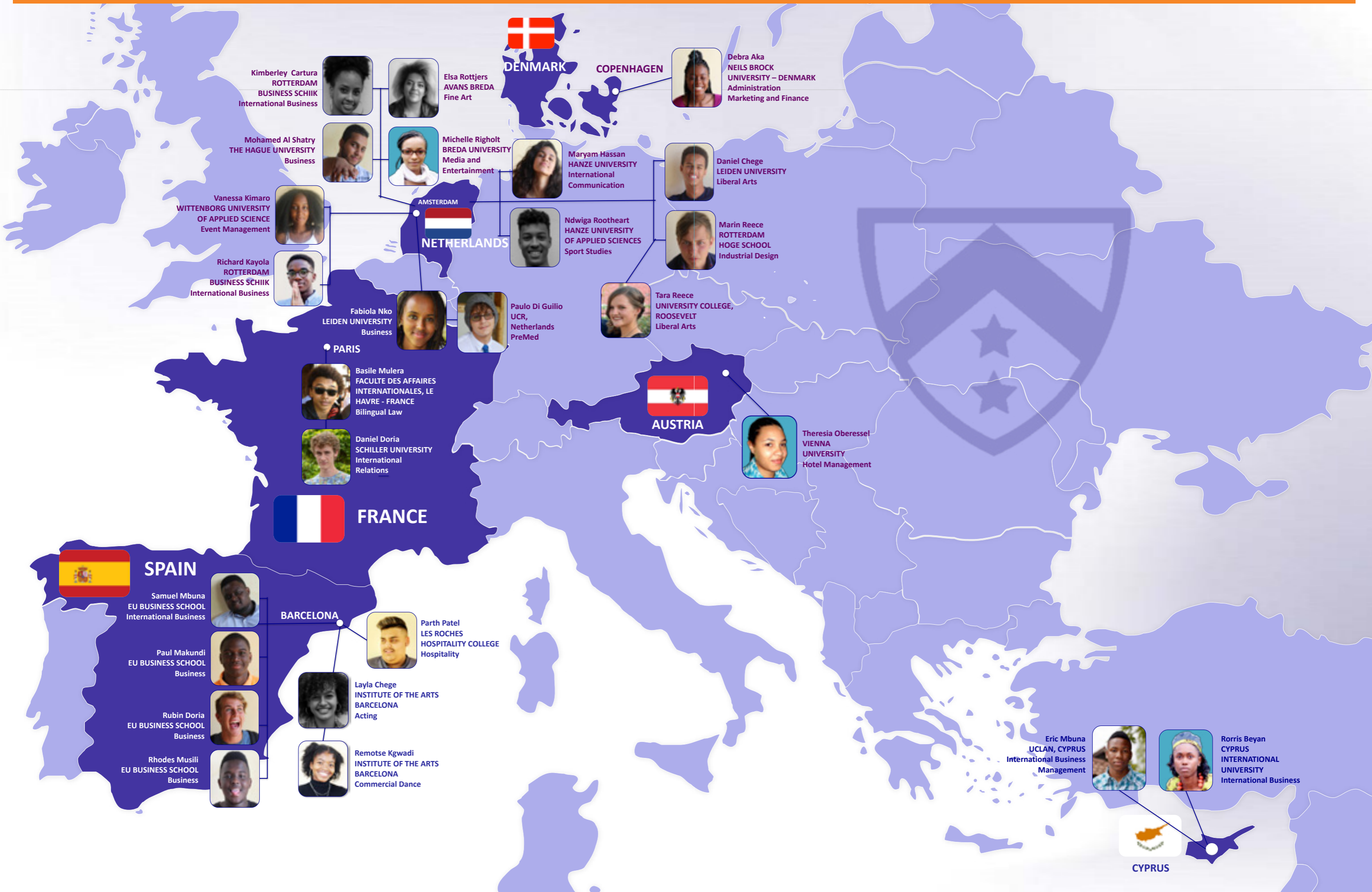
them to think about the types of universities, and the places they wish to study. Many of our students thought they wanted to study in a place like London, before going on this trip and then realized that the size of the city and the cold weather was not for them and so they looked to warmer and smaller places! Others loved the experience and it helped them to narrow down their choices. But whatever the outcome, the sixth formers who visited London were able to make more informed choices about their transition to university and they had a more realistic idea of what to expect.



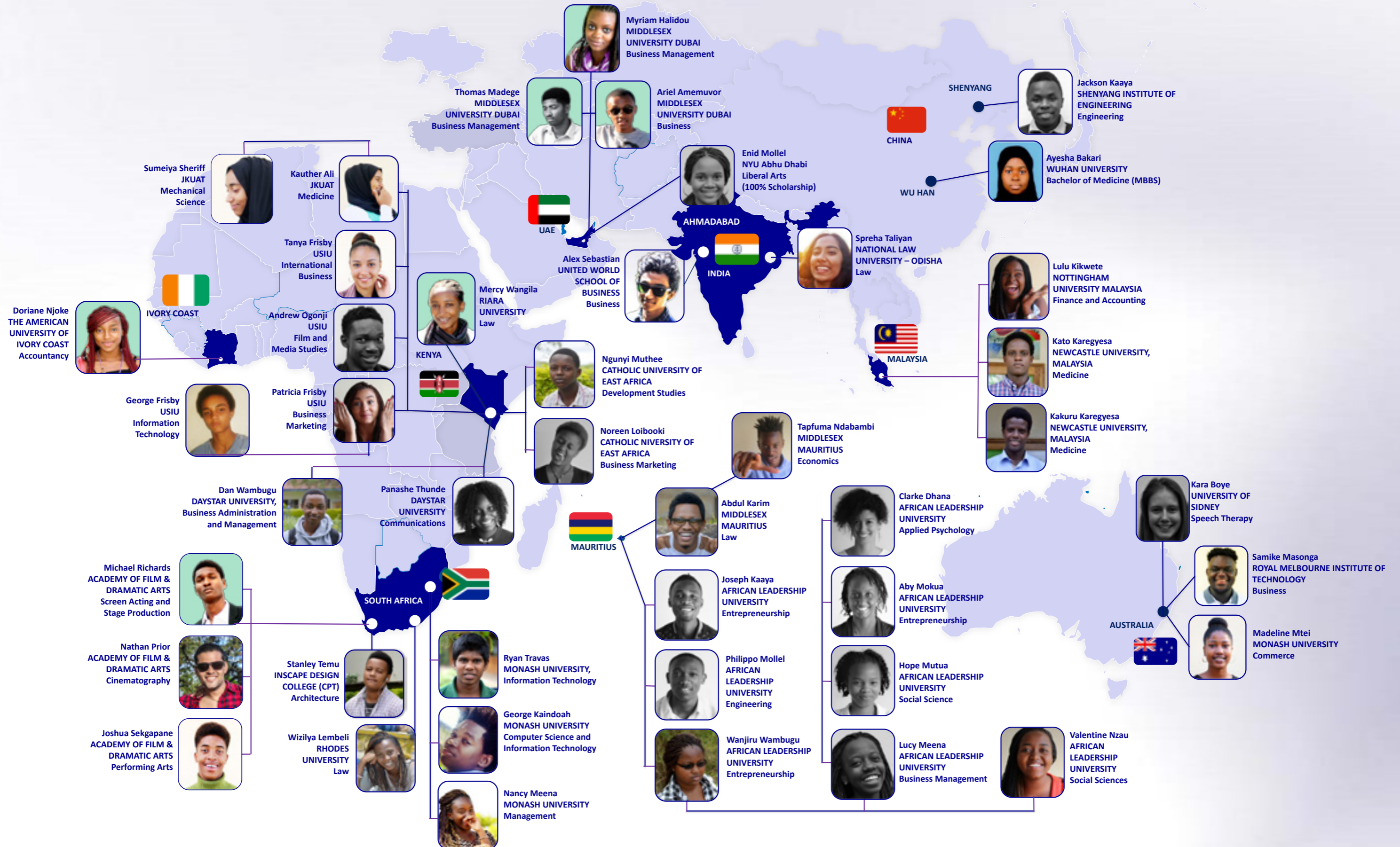
University destinations - The United Kingdom



University destinations - Europe



University destinations - Africa, Australasia and Asia



University destinations - America and Canada



Sixth form students on a field practise

What Course Should I Choose?

Back to Basics

Firstly you have to go back to the basics. Most universities want to see 4-5 Cs or above for your IGCSEs. If you don't have these we will encourage you to study for some more IGCSEs, alongside your chosen subjects.

Unlike many schools, who just enter students for re-sits without any further tuition, or suggest that you simply re-do year 11, we will take you on in the sixth form and timetable lessons for you in the subjects that you choose. You will be with other sixth formers for:

- Maths
- First Language English

And you will be timetabled to join Y10 and 11 IGCSE lessons in other subjects of your choice. For example, many of our students want the opportunity to study subjects that were not available when they were at school such as Drama, Food and Nutrition or PE and others want to improve their grades in Business or IT and so choose to re-do these subjects.

Research

In order to gain a place in Braeburn International School Arusha's sixth form, you will have an interview with the head teacher, who will talk to you about your possible interests and potential careers. You are not expected to know exactly what you are going to do with your life, when you are 16 years, but we will ensure that you keep your options open so that you can access many of your possible interests at university. For example if you are considering being a doctor, we will suggest you take maths, chemistry and biology as three of your choices, so that this option remains open later on. The headteacher will also talk to you about the countries that you are considering going to university in, as this will also have an impact on what you can or cannot study. For example South Africa prefers the more traditional subjects and may not accept both Sociology and Psychology as two different grades. All these possibilities for the future will have an impact on what you decide to study over the next two years.

All students are encouraged to work through a number of on-line questionnaires, to help them explore a wide range of careers and choices before making a decision of the courses to follow in the sixth form.

www.fasttomato.com

www.ukcoursefinder.com

If you are still unsure of your choices once you start the sixth form, the head teacher and your tutor will encourage you to try out a few options and make a decision at the end of the first week.

Courses

At Braeburn we offer three possible pathways on to university:

1. A levels
2. BTECs
3. A combination of both.

All of these options are known as level 3 qualifications. This means they are all of the same level of difficulty and are accepted at universities across the world.

A levels

We offer A levels in the following subjects:

Art & Design	Biology
Computer Science	Chemistry
English Language	English Literature

French
History
Mathematics
Sociology

Geography
Psychology
Physics

A level subjects are demanding, but they are ideal for students who enjoy a traditional and academic approach to their studies. Students who enjoy A levels can expect to set aside 6 hours a week of extra study per subject. They enjoy reading around a subject and they do not get unduly worried about exams.

You can choose three or four different subjects, and therefore keep your options open. The standard of work at A level is at a very high level and students who have gone onto university have said they felt very well prepared and ahead of many others who are on their courses. Some of the subjects benefit from coursework such as Art and Design and English Literature. Others have a practical component, like the three Science papers and the Modern Foreign Language papers. Nevertheless all the subjects have at least some written component as part of the course.

BTEC

We offer BTECs in the following subjects:

- Art and Design
- Business including units in Management; Marketing; Human Resource and Accounts
- Creative Media Production (Film and TV)
- Hospitality
- Music (Performing)
- Performing Arts including units in Dance
- Sport

BTECs are ideal for students who want to focus on one area of study as they are sure of what they want to do. They can spend 18 hours a week learning about Business, which means they are much better prepared than students who have simply studied Business as an A level.

To get the most out of BTECs you must enjoy coursework. The course is continually assessed and there are lots of on-going deadlines. You must also enjoy practical work. For example you may be expected to give power point presentations, lead workshops, write reports, cook a dish and perform in front of a crowd. You will find this a difficult course if you are shy and retiring, as there is lots of practical group work. As a result, it is vital that you are a good team player. In addition, you need to keep up-to-date with current developments as this course is firmly based in the contemporary world of work and not in the theory of books.

Combination of A levels and BTECs

Many of our students choose to combine BTECs with A levels. As both courses are at level 3, this is easy to do.

Some students choose BTEC Business and Marketing and study this alongside Maths or A level Computer Science. Others choose BTEC Performing Arts and Music and study it alongside A level Art or English Literature.

The advantage of combining these two courses is that students don't have too many exam papers to sit at the end of the two year course, but equally they don't have too much coursework either. These students find the two years more balanced and easier to cope with.



IELTS exams

The governments of many countries around the world, often request students to provide the score of either the IELTS or TOFEL exams to verify a student's understanding of English, before they will issue a visa. At our school we provide students with support to enable them to sit the IELTS exam, which is the world's most popular English Language Proficiency test, run by the British Council.

IELTs is an abbreviation for International English Language Testing System.

Most students manage to prepare for this exam with two lessons per week over a term.

There are four papers:

Paper	Description	Duration	%
1	Speaking	11-14 mins	25%
2	Listening	30 mins	25%
3	Reading	60 mins	25%
4	Writing	60 mins	25%

The exams usually take place on Saturday. Students need to book and pay for their exams on line.

Most universities or visa requirements, request students to get a minimum score of 6.0 overall.

ACT Exams

In addition to the IELTS, most American Universities require students to have a SAT or ACT score. At Braeburn International School Arusha we prepare students for the ACT. The ACT is an abbreviation for the American College Test.

Studying for the ACT is like taking on an extra A level. You will need to attend four hours of lessons a week and spend around 4 hours a week in your own time practising. It is an incredibly pressured exam as you need to get through a lot of material in a short amount of time. As a result, we will not allow students who aim to study for the ACTs, to take more than 3 subjects at A level. Students will study for the ACTs in Y12. We then encourage them to take their first assessment in June and then to spend an hour a day over the holiday practising further so they can re-take it in October. The best scores from each component, taken in each sitting are then combined.

After October in Year 13, we encourage our students to accept their ACT grade and then start focusing on their A level studies.

Assessment

Paper	Description	Duration
1	English – 75 questions	45 mins
2	Maths – 60 questions	60 mins
3	Science – 40 questions	35 mins
4	Writing – 1 prompt	40 mins

To be able to apply for a scholarship in a good university you need to aim for an overall score of at least 28.



Flexible Learning

Our **core curriculum** is central to the sixth form and is **compulsory** for all students. Students have to attend **two** periods a week, which are aimed to support them in their studies and choices and to give them the opportunity to diversify and add a range of activities to their academic study. This has helped our students to have the edge on their university applications.

All students have a weekly **tutorial** with their tutor and tutor group. At the beginning of year 12, students will work through a number of activities to help them to make the transition into the sixth form. They learn how to study, to research, make notes and write an essay. Before their exams they are given help in how to revise. Tutors play an important part in monitoring achievement, setting targets for progress and in advising students on future pathways. They help students to write their university applications and research their best options. Visiting speakers from universities around the world, as well as our alumni also visit in these lessons to talk about life in university and how to prepare. In addition topics such as healthy eating, safe driving, relationships and the dangers of alcohol and drugs are explored throughout the course.

In addition, students are expected to play a vital part in the school **assemblies**. Many of our sixth formers take on important roles in the student council, as house captains and as prefects and are expected to have a positive input into the school assemblies – both by the topics they introduce and share and in giving out notices.

Research has shown that **physical exercise** helps to improve concentration and learning and one hour a week students will get the opportunity to try out a range of sports including:

- football
- swimming
- basketball
- athletics
- dance
- working out in the gym

In addition students are encouraged to choose at least one of **our flexible learning sessions**.

Activities that are available include:

- LAMDA (London Association of Music, Drama and Acting)
- ABRSM Music lessons
- International Award
- Young Enterprise
- The School Production
- Cooking
- Cycling
- The International Computer Driving License (ICDL)

Work Experience

An additional part of our core curriculum is work experience. All students are given the opportunity to do at least one week's work experience This proves to be especially useful in applications to universities.

Community Service

Our sixth form, like the rest of the school, are encouraged to show some social responsibility by getting involved in one of the school's community projects: many help out at the village project run on Saturday mornings, and others support the Canaan Children's Home. Recently a number of students have got involved in an environmental club which has worked on

banning single use plastic bottles in school and in setting up an exciting tree planting scheme, based on Wangari Mathai's vision.

Expeditions

Each year, BISA organises an expedition for the sixth form. Getting to the top of Kilimanjaro, improving team building skills at a coperate team building camp in Kenya or white water rafting down the Tana River all prove to be popular choices. In addition, the sixth form can sign up for whole school trips that take place in the holiday such as basketball in Dallas or a performing arts trip to the UK.

Houses

Sixth form students remain members of the school house system and any new students will join one of the existing houses. Students are expected to join in the activities where appropriate and attend house meetings.

Leadership positions

Our sixth form students take an active part in the running of the school through the **school council** and through being active members of the **prefect body**. Along with making important decisions they play a major role in organising a wealth of social activities. All sixth formers can sign up for a term's lunchtime leadership course to help them recognise the importance of good leadership.

Survival weekends

Our year 13s enjoy a week in a home where they have to cook, clean, do their washing, budget and organise their work. This proves good training for university.

Assessment and Reporting

term so it is easy to identify and support anyone who is not achieving their potential. This ensures that our students are closely monitored and supported.

Mentoring Meetings. What are we trying to do?

- Establish personal contact
- Raise self-esteem
- Value achievement
- Communicate potential
- Explore student's approach to subject work outside class
- Point out actions for further improvement

What makes a good mentoring meeting?

- Preparation (by both student and staff)
- Two-way discussion
- Praise and encouragement
- Strategies for improvement
- Consensus for the way forward

Possible Solutions

- Subject help sessions • Specific subject guidance
- Action plans/goals
- Time Management, • Use of study periods
- Weekly meetings with tutor/teacher
- Parental involvement
- Parents' consultation afternoons
- Counselling
- Careers interviews

Code of Conduct

As a member of the school community our sixth formers are bound by its rules and regulations. We expect all our sixth formers to be excellent role models.

At Braeburn we expect everyone to

- respect one another
- listen to each other
- support and encourage each other
- celebrate our differences
- tell the truth
- feel safe
- be punctual to class
- look for solutions not problems
- take care of the school equipment and the possessions of others
- take care of our environment
- focus on learning
- do our best at all times

Sixth form Study Room

The study room is only available for sixth formers. It is out of bounds for all other year groups. It is your privilege.

Study periods are not free periods. We expect you to make the most of your time in school to study in them. Playing cards, watching films, sleeping or chatting are not acceptable.

You may listen to music in the study room but it must be quiet so that it cannot be heard by those who wish to study quietly.

The keeping of valuables in the study room is discouraged. You should be aware of security risks and make provisions accordingly. Lockable lockers should be used.

ICT

There are computers in the library and wireless in the study room. You are encouraged to use our IT resources for your research and work. However, please note that you must not load any software or games and music must not be played. You must not try to reconfigure or change settings in any way. A full computer policy will be given to you at the start of the year and it is your responsibility to be familiar with this and to follow it at all times. If you are unsure of something, consult first. Misuse of school IT may mean you will be blocked from the internet.

Dress Code

- Students must come dressed for work, otherwise termed, 'smart office'. Jeans, trainers, T-shirts, tracksuits, shorts, hats and strappy tops are unacceptable. Shirts should be tucked in and trousers should not be sagging. Suitable footwear should be worn. Trainers and flip-flops are not acceptable.
- All students are expected to wear appropriate kit for Physical Education

This should give you flexibility in choosing outfits with regard to colour and design whilst retaining the standards of presentation accepted and expected in the business world. The discrete use of jewellery is allowed but you are discouraged from bringing expensive items to school.

Driving

If you hold a valid driving licence under the laws of Tanzania then you may, with written parental permission, drive yourself to and from school. Once at school, the vehicle is to remain parked in the car park. You may not use the vehicle on or off

campus during school times. If any passengers are to be carried to and from school by you then prior written permission must be obtained from both sets of parents.

In both these cases the school accepts no responsibility for the safety of the driver and/or passengers during journeys.

School Day

- There are three lessons in the morning and one or two lessons in the afternoon.
- We place a high value on punctuality to lessons and attendance to school.
- Students who do not attend school for at least 90% of the time, will not be allowed to sit their exams.

The Home - School Agreement

The sixth form will provide for you:

- initial and continuing guidance about the courses to meet your needs
- appropriate teaching, setting and marking of home learning
- regular monitoring and discussion about your progress
- facilities and resources for study and the encouragement to acquire sound learning skills and habits
- careful and comprehensive advice and support about higher education and careers
- a willingness to talk with yourself and your parents both at regular published meetings and whenever you request an appointment
- a genuine concern for your welfare and development. You should never feel that there is no-one on the staff to turn to.

What we ask of you in order to ensure your own development and success:

- You will commit to working to the best of your potential and seek help as and when it is needed.
- Respect for others and their property at all times.
- You treat the common area with due care.
- You behave in an appropriate way at all times and act as a role model to younger students.
- A high rate of attendance with an absolute minimum of absences. Holidays should not be taken during term time and all absence should be covered by a letter from your parent or guardian which should be handed to your tutor on the day of your return.
- Prompt attendance to all timetabled classes, tutorials, assemblies and core activities, including the fulfilment of all additional commitments undertaken eg. work placements and projects, community service and sport.
- A real effort to maintain good standards of work and meet the course requirements.
- The completion of all homework, projects and assignments to set deadlines.
- The systematic use of study time to follow up and consolidate work covered in class.
- You dress in a manner which is suitable for work.



Team building at a cooperate team building camp in Kenya

Boarding Facilities



Many of our sixth form students stay in our boarding accommodation which is fondly referred to as a 'home away from home'. Boasting DSTV, home cooked meals, and beautiful ensuite rooms, it is not surprising why. Located just above the Kisongo school site, the boys and girls houses are conveniently close, ensuring that a number of joint activities can be organised over the weekend.

Ten hours of silent prep time is organised every week ensuring that the students remain focused and are able to achieve their full potential. Teachers attend many of these sessions to help with home learning, if the need should arise. In addition, revision workshops are organised by school staff in the build up to exams. The prep room is

equipped with computers and internet access so students are able to research and revise. Printers are available so that work can be printed out. In addition, the sixth form have their own private prep room so should they need more quiet time to study, they can always find a quiet space.

I'm sure you've heard the saying 'All work and no play makes Jack a dull boy' and as a result there's a full programme of activities every weekend: trips to the cinema; museums; sporting fixtures; BBQs; games; picnics; quizzes and art and craft sessions are regular features of the boarding programme and are enjoyed by all.

Our students say...



Daniel Chege, gained the following grades in his A levels: English Literature (C), History (A) Sociology (A) and a Distinction* in his Business. He left Braeburn to go to Leiden University College in the Netherlands to study Liberal Arts. This is what he said about his time in Braeburn:

The great thing about Braeburn is its family feel. Every new person to the school recognises it and immediately feels at home. With over 50 different nationalities, it is definitely international in feel and all of us are taught to respect each other and each others' cultures. I think it's a great preparation to life in the 21st century, in a shrinking world. The other thing that struck me about Braeburn, is that the teachers are excellent. They really care and want all of us to achieve and be the 'best that we can be'. They are all prepared to give us extra time and help, when they see that we are struggling. I have enjoyed all of my lessons and have learnt a great deal in my time here.

I feel that I was well prepared by the school. Not only have I benefited from excellent teaching, but I have had the

opportunity to develop my areas of interest: taking part in the MUN, LAMDA, International Award and basketball. These opportunities have developed my confidence and self esteem and have prepared me for the wider world of University and work



Doriane Djoke sat for her AS exams in Maths, Economics, IT and Physics and gained grades B,B,B,C. This was particularly impressive bearing in mind that she joined our school six years ago as a French speaker, and unable to speak any English at all. Doriane's story is typical of many who join BISA. She writes: 'I am so sad that my time

at Braeburn is coming to an end. I remember feeling so scared when I joined this school. I could not understand the teachers or the rest of my class as I could not speak any English. I found learning a great challenge, but the teachers were kind and patient and the rest of my class were welcoming. Five years later I gained a grade C in my First Language English, along side a grade A for my A level French. Four As, three Bs and two Cs made all my hard work, worth while. Braeburn International School Arusha

helped me to realise that everything is possible, you just have to believe in yourself. I am now studying Accounts in an American University in the Ivory Coast. Looking back, I enjoyed studying for my A levels in BISA as the level of support and encouragement I gained really helped to prepare me for university.



Addison Merryman joined Braeburn International School at the end of Year 11. He arrived from the USA. This is what he said about the transition into Braeburn:

"I chose Braeburn because it was flexible. It supported me in making the transition from one system

to another. Differences between the two systems were patiently explained and I was able to design my own 'mix and match' curriculum that worked for me. I was allowed to continue to study for my APs in on-line classes, whilst also choosing two A levels in Maths and Physics. The school was great as it allowed me to start A levels without my IGCSEs. They based this decision on my previous reports. After some internal assessments, they also allowed me to start on an A level course in Physics, although I had never studied Physics before at any stage. I was also interested in learning Swahili and they arranged lessons for me to pick up the basics of this language. Although it took me a little while to adjust to a different culture and a different system, I enjoyed the classes and found the teachers awesome. I felt that Braeburn has worked for me as I have got the best from both worlds."

Having never studied Physics before, we are very proud that Addison gained a grade A in his A level and in addition he gained 93% in his A level Maths and set a record for Braeburn! Addison left us to go to Duke University in the USA.



Peter Assenga joined Braeburn in January, after getting his NECTA results. The vocational BTEC course in Business proved to be an ideal choice as it is flexible and students can enrol in September, January or April. Two years later, Peter left with three distinctions (equivalent to three A grades at A level). This is what Peter

says about his experience of Braeburn:

"During my stay in Braeburn, I have really enjoyed the practical and creative work that forms the base of the BTEC course. I want to go into sustainable tourism and I have been able to link a number of my work experience placements and assignments to my interests. My teachers know my goals and as a result I was given the chance to meet Jane Goodall and have become instrumental in setting up a 'Roots and Shoots' club in Braeburn. I was also given the opportunity to reach the top of Kilimanjaro, go white water rafting down the Tana River and I discovered I am a natural rock climber! I had never had the opportunity to do such things in my school before. Studying in an

international environment has made me comfortable to live, relate, and work in a cross-cultural context. This, along with the great teaching and the warmth of my classmates, has made me feel I am prepared for the wider world out there.



Kakuru Karegyesa studied at BISA for many years. After a set of stunning IGCSE grades, Kakuru went on to get three A grades in A level Biology, Chemistry and Maths. He was determined to become a doctor and the school supported him with the additional BMAT and IELTS tests that he had to sit, as well as giving him

interview practice before his skype interview. As a result, Kakuru was accepted to study Medicine at Nottingham University in Malaysia.



Wilfred Chambulo discovered his passion for acting when he reached the sixth form. Studying Business, Performing Arts and Media, Wilfred recognised his talent when he took on the role of Petruchio in our African version of *Taming of the Shrew*. He went on to excel in LAMDA and later gained the confidence to sing in the school

musical *Aladdin*. In January, he was invited to an audition at The American Academy of Dramatic Arts in California, where he was offered a place. Wilfred tells us: "The range of acting styles and the vocational nature of the BTEC course, meant that I was well prepared for Acting School. The travelling theatre experience that the school organises every February means that I gained a realistic view of life in the entertainment industry. We start work early and finish late. We have very little social time, but if you enjoy what you are doing, then it's not a sacrifice! Somehow, all the hours of practice gives me extra energy and inspiration. I live to act!"





Contestants preparing for the Head Girl campaign speeches in our school held elections.

How can you get a place at Braeburn?

- You need to apply.
- You will be interviewed.
- You will receive a letter by the end of May letting you know whether your application has been successful.
- You will be invited to the sixth form taster week at the end of June.
- You will be invited in for an enrolment interview at the end of August once you have your results. Your choice of course will be finalised at this interview, as it will be dependent on your results.
- You will be invited to an induction day just before the school opens so that you can meet other new students and settle into the school.

At your enrolment interview

- You will be asked for a deposit. This will be refunded when all books have been returned and the leaving form signed at the end of your 2 year course.
- You will be placed on a six week probationary period where your choice of subject and your ability to cope are closely monitored. You will be supported in making changes if you feel you have made the wrong choices.

Entry Requirements

To gain a place at Braeburn Arusha you will need to show:

- an excellent attendance and punctuality record
- a willingness to lead by example
- a willingness to learn
- a desire to contribute to the life of the whole school

You need to fill in an application form and have an interview with the Head teacher and you need to fulfil the grade requirements of the courses that you want to register for.

Questions You Might Ask

What does BTEC stand for?

The Business and Technology Education Council (BTEC) was formed in 1983 through a merger of:

- Business Education Council (BEC)
- Technician Education Council (TEC)

The course is administered by Edexcel, a British registered exam board and BTECs are recognised worldwide.

What point scores do the grades relate to?

Many of the UK universities offer admission based on an overall point score. As seen in the grid at the top of the page if a college gives you an offer of 110 points, this could mean if you are taking A levels you could gain a place with two B grades and a C grade OR one A grade, two C grades. If you are studying three of the six unit BTEC courses you would need to get one distinction and two merits or if you were doing a combination of the two courses you may get a distinction from the BTEC course and two grade Cs in your A levels.

A Level Grade	BTEC 6 Unit Award	Point Score
A*	Distinction (D*)	56
A	Distinction (D)	48
B		40
C	Merit (M)	32
D		24
E	Pass (P)	16

Which exam board do we use?

For A levels we use Cambridge International Examinations (CIE) and Edexcel. For more information please refer to the website on www.cie.org.uk and www.edexcel.com

For BTECs we use EDEXCEL. For more information please refer to the website on: www.edexcel.com

Why study a two year A level or BTEC course?

Once you have studied a two year course at BISA you will be able to gain acceptance onto a degree course without needing to enrol on a foundation course first.

How shall I choose what subjects to study?

Firstly choose subjects that you are good at and that you enjoy as you will spend a considerable time in the sixth form studying them.

However, you must also bear in mind your future career. Look at university prospectuses and careers leaflets to ensure that you have the correct choice of subjects for what you want to do later on.

A minimum of three A levels or three 6 unit BTECs are normally required for a university degree course. You can get onto an HND course with one A level in certain subjects. You can have a mixture of full A levels and BTECs.

Can I change my sixth form course?

You can change your course in the first six weeks, subject to availability, after a discussion with the Deputy Head. After half a term, however, you will be committed to stick with the course that you have chosen.

How much home learning will there be?

A lot! Expect to do a minimum of six hours per subject, per week. You will get time during the week to work in the library or the study room but you will still need to build in at least a couple of hours at home six days of the week.

In conclusion

We hope that our sixth form students will have a special relationship with each other and with staff and that the right spirit will enable you to keep everything in perspective. We trust you will be able to hold on to this and that your time in the sixth form will be one that you treasure now and in the years to come.

Josephine Kiaga won the Best Overall BTEC Student of the year (2019) and was given a complimentary flight and accomodation in London to pick up the award.



How is the sixth form different from KS4?

Lessons

Expect a different style of teaching and learning. We hope that you will become more independent as learners. We will support you in researching and discovering information for yourself. For both BTEC and A level, you may need to prepare presentations for the lesson and you will find there will be more discussion than you were previously used to. In BTEC lessons you will be showing your understanding through 'doing' a lot more.

Private study

Your teachers will ask you to follow up class work with notes and assignments. How and when you choose to do this work will be up to you but deadlines must be kept. You should, however, make sure that private study lessons during the day are used for study and not recreation. There are two options as to where you might work:

- in the sixth form study room
- in the library

Equally you should be disciplined in working during the evenings. You will need to spend a minimum of six hours per week on each A level subject or four hours on each 6 unit BTEC that you have taken.

Daily Programme

The school day begins with registration in form rooms at 8am. Classes for the rest of the day are as follows:

8.00 – 8.20am	Registration
8.20 – 9.35am	Lesson 1
9.35 - 9.55 am	BREAK
9.55 – 11.15am	Lesson 2
11.15 – 11.35am	BREAK
11.35 – 12.50am	Lesson 3
12.50 – 13.40pm	LUNCH
13.40 – 14.55pm	Lesson 4
14.55 – 15.05pm	BREAK
15.05 – 16.15pm	FLEXIBLE LEARNING or SPORTS COACHING

A level or BTEC (Business and Technology Education Council)

Choosing A level or BTEC Subjects

Students are advised to use the following criteria upon which to base their final selection of A level subjects:

- Academic interest and ability
- Personal interest, skills and aptitudes
- Entry requirements for degree courses or careers
- Whether you prefer continuous coursework or exams as the key tool of assessment
- Whether you prefer working on your own or working with others

Do not choose an A level or a BTEC...

- Because of a teacher's personality or because a close friend has selected a particular subject
- Because of parental pressure
- If you are not prepared to work very hard. Each 'A' level subject requires at least 6 hours of work every week for home study
- Unless you are self motivated and ready to study at times without direction.

Before you apply ...

- If you decide that you wish to study A levels or BTECs it is important that you have a solid grounding at IGCSE (or equivalent) on which to build

- A levels are much more difficult than IGCSE. They are more intensive and more demanding. They involve more reading and writing plus the ability to analyse information and apply knowledge
- BTECs need real commitment and organisational skills to cope with all the different deadlines.
- At Braeburn International School Arusha we would also expect students to show high standards of work and behaviour and to be a link between the school and the parents.

Bill Gates says...

Life is not fair – get used to it

You won't make \$40,000 a year, right out of high school. You won't be a vice-president with a car phone until you earn both.

If you think your teacher is tough, wait till you get a boss.

If you mess up, it's not your parent's fault, so don't whine about your mistakes, learn from them.

The world won't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.

Be nice to nerds. Chances are you'll end up working for one.



Art & Design

Why Study Art in our Sixth Form?

Art and Design students at Braeburn Arusha are independent, inquisitive and creative individuals who have made our department a positive lively environment. Our students learn principally through experimentation. They have the chance to explore a variety of disciplines such as 2D media including drawing, painting, print making and collage as well as 3D media including wire, card, plaster and found materials. They get the chance to explore design disciplines such as illustration, graphic design and photography. You have two qualifications to choose from. Think carefully about your choice.

Career Pathways

Art boasts many interdisciplinary skills that are valued by universities and future employers, including creativity, experimentation, research, visual awareness, determination, time management, problem solving and the ability to 'see' the world around them. Our courses prepare you for many of the Art and Design based careers out there today including:

Fine Artist, Teacher

Designer - furniture, textiles, fashion, jeweller, toy, computer graphics, product, industrial and ceramicist, graphic.

Illustrator - novelist, animator.

photography - photo-journalist, cinematographer.

Theatre, TV and Film - special effects, lighting, set, make-up artist, production designer for television, arts director, prop maker and costume,

Architecture - architect, interior designer, restoration planner.

Historian - writer, curator, museum educator, gallery conservator, archaeologist, community arts worker

International A Level Art and Design

Length of course: 2 Years.

Entry requirements: Grade B is required at IGCSE in both Art and Design and English Language to gain admission into this course. An interest in Art and Design and enjoyment of painting and drawing is essential. Dedication, enthusiasm and timekeeping are also important attributes.

Course Structure:

There are three components to the A Level Art and Design course.

Comp	Details	%
1	Component 1: Coursework A large practical coursework project set by the school	25%
2	Component 2: Personal Investigation You investigate a theme, idea, concept or process that is personal to you. There are two parts to the investigation: – practical work – written analysis.	50%
3	Component 3: Externally set assignment A project set by the exam board and completed in a 15 hour exam.	25%

The BTEC Course

To gain admittance into this course you must have a proven record of achievement within Art. You must provide a portfolio of work proving an interest in Art and Design, dedication and enthusiasm. Timekeeping is an essential attribute for this course.

What is this 360 Guided learning hours BTEC course equivalent to? One A level.

The Course

The BTEC qualification is split into 2 modules

- A1: Skills Development (worth 66% of the qualification)
- A2: Responding to a brief (worth 34% of the qualification).

A1: Skills Development

At BISA we have made the decision to split the skills module into two extensive in-depth projects, allowing you to create exciting, innovative and ambitious art work for two different Art based disciplines. For both of these projects you will be assessed on the following assessment objectives:

- o A1.1 Explore and develop investigation skills for informing ideas
- o A1.2 Explore and develop problem solving skills
- o A1.3 Explore and develop creative technical skills
- o A1.4 Explore and develop professional skills and behaviours
- o A1.5 Explore and develop communication skills

These projects are:



•A Point of View - Length: 2 Terms

You can choose from the following disciplines:

Fine Art Painting and related media, Fine Art Sculpture.

Brief: "Art is not what you see but what you make others see"

Edgar Degas

Art can act as a magnifying glass, it can draw people's attention to the world around them and it has the power to change perceptions. Within this assignment you will research influential Fine Artists and their key works and discover how they were developed and inspired by the world around them. You will then work as a Fine Artist exploring the world around you, developing a concept and portray your concept through your Art work. The starting point for your research will be 'Point of View'.

•Telling Tales - Length: 1 Term

You can choose from the following disciplines:

Illustration and graphic design or photo journalism.

Brief: "A picture is worth a thousand words" is an English idiom. It refers to the notion that a complex idea can be conveyed with just a single still image or that an image of a subject conveys its meaning or essence more effectively

than a description does. The purpose of the image within history has been to communicate, it has the powerful ability to communicate to an audience in many languages and to people who cannot read or hear. You are an Artist/Designer who will tell a tale within one or a range of images within your chosen specialism. Previous students have worked as journalists for the year book or produced their own children's picture books or comic books.

A2: Responding to a Brief

In the art and design industry, creative practitioners respond to briefs from clients to produce creative work. Understanding the clients needs requires an ability to work within specific constraints to create work that meets their needs and the needs of an audience. Pearson will set a brief for the assessment unit as a Pearson Set Assignment. The brief will be broad and enable you to work in any specialism, to produce work in relation to your personal interests. This module will be assessed on the following grade boundaries.

- o A2.1 Inform ideas in response to a brief
- o A2.2 Use problem solving to develop a response to a brief
- o A2.3 Use technical skills to develop a response to a brief
- o A2.4 Use professional skills to develop a response to a brief
- o A2.5 Use communication skills to develop a response to a brief



Biology

Length of course: 2 Years.

Entry requirements: Five A*- C grades with at least B grades in IGCSE Biology and Mathematics. At least a C grade in IGCSE Chemistry is also desirable.

Why Study A Level Biology?

Biology is the science of life and at no time in history has Biology been so visible, so important to human life and the future of our planet. Biology is featured in newspapers, magazines and television on a daily basis: from cells (the building blocks of life), to the global effects of deforestation. To understand what defines a living thing, how and why it functions as it does is an amazing journey called biology – you can begin here!

The Course

The course focuses learners on the development of transferable lifelong skills relevant to the increasingly technological environment they find themselves in. The objectives of the course emphasise on:

- knowledge with understanding
- handling information and solving problems
- experimental skills and investigations

Assessment

Paper	Description	Duration	%
1	Multiple choice	1 hr 15 mins	15.5%
2	AS Level structured questions	1 hr 15 mins	23%
3	Advanced practical skills	2 hours	11.5%
4	A Level structured questions	2 hours	38.5%
5	Planning, analysis and evaluation	1 hr 15 mins	11.5%

Career Pathways

A biology qualification is a valuable asset for many fields of work and higher education. Career options range across nursing, medicine, dentistry, conservation work, veterinary science, teaching, physiotherapy, radiography, psychology, forensic science, farming, agricultural engineering and biotechnology.

Business (Compulsory)

Length of Course: 2 Years

Entry requirements: Four IGCSE grade Ds and above.

What is this 360 guided learning hours BTEC course equivalent to? One A level.

Why Study BTEC Business?

This course in Business gives students an overall foundation from which to study a range of business modules at university. It provides a basis in understanding the theory behind businesses, gives students the opportunity to study a range of local and international businesses and develops skills in human resource management, people in organisations and operations management as well as the external influences affecting businesses. Students put their knowledge into practice when they compete against each other to make the most sales, once they have started their own business. Students also explore the objectives and strategies which are employed by successful business organisations through this practical and work-related vocational course.

How will I learn?

The course is about the practical development of business knowledge and skills. You learn, and are assessed, by doing. This involves you in researching information, working with others, and presenting your material effectively. While there is some formal teaching, the emphasis is on individual and group work using assignments and realistic work situations. You will learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. As a result you will develop a range of specialist skills and knowledge.

How will I be assessed?

You are continuously assessed throughout the course. For each unit international standards are laid down, in which you have to show you are competent. Your tutors will ensure that you are given opportunities to show your competency through projects, assignments, case studies and problem-solving situations.

The Course

It usually takes around one term to cover one unit. The following units are covered on this course:

Unit 1: Exploring Business (90 GLH)

Learners study the purposes, features,

structures and operating environments of business organisations, and examine the link between innovation and business survival.

Unit 2: Research and Plan a Marketing Campaign (90 GLH)

This controlled assignment, set by Pearson gives learners knowledge of how a marketing campaign is planned and developed. They explore a range of different objectives that can be included in a marketing campaign such as increasing sales or market share, or establishing a brand image. They also explore the various stages of the process an organisation goes through when developing its campaign.

Unit 3: Business Finance (90 GLH)

Learners develop the skills and knowledge required to analyse and interpret financial data, enabling them to assess the financial health of a business and suggest how its performance can be improved.

Unit 4: Managing an Event (90 GLH)

Learners work as part of a small group to plan, coordinate and manage a business or social enterprise event and evaluate the skills gained. Learners develop their teamwork, communication, time-management, negotiation and problem-solving skills.

Unit 7: Business Decision Making (120 GLH)

This assignment, set by Pearson gives learners knowledge of how to interpret business data and formulate appropriate decisions and solutions to business problems. Students consider business situations and scenarios where they are required to select and use appropriate evidence drawn from several sources in order to make business decisions to support a business's objectives. The learner uses appropriate business models to identify business risks and evaluate the costs and benefits of alternative solutions to a business problem.

Career Pathways

Career pathways are many and various. Business Studies and Management courses are proving very popular at university, and BTEC Business opens many opportunities in the world of work, in management, human resource management, accounts and law.



Breaketime BISTRO



S I R G O
The bracelet distributing company



Business (Management)

Length of Course: 2 Years

Entry requirements: Four IGCSE grade Ds and above.

You must have opted for Business Core which contains the four compulsory units to be allowed to take this course.

What is this 720 guided learning BTEC course taken alongside the Business Compulsory units, this is equivalent to 2 A levels. If students also take the Marketing Course the student will work towards the Extended Diploma which is 1080 guided learning hours.

Why Study Business (Management)?

This course in management gives students a real understanding of the importance of leadership and management. Students recognise the need to keep employees safe by learning about the Health and Safety laws and how to implement them. They also learn about the importance of training and recruitment in creating effective teams. They go on a residential trip to develop their own team work and leadership skills and they learn how to manage a business event professionally. By the end of the two years they will have a good and practical base in management and leadership skills that will give them a head start on any management course at university.

How will I learn?

You will learn through a range of practical activities:

- Organising a prefect training workshop in The Importance of Working as a Team.
- Doing a health and safety audit in a business and feeding back to the management with a powerpoint presentation.
- Working together to organise a business event.
- Investigating how different businesses recruit and being involved in an interview.

How will I be assessed?

You are continuously assessed throughout the course. For each unit international standards are laid down, in which you have to show you are competent. Your tutors will ensure that you are given opportunities to show your competency through projects, assignments, case studies and problem-solving situations. Assessment may include powerpoint presentations, practical audits, observations of your own performance on the residential course or feedback from the workshops or training that you lead, written reports or a reflective diary.

The Course

Each unit will take about 9 weeks to complete. The following units are covered over the two years:

Unit 6 – Principles of Management (60 GLH)

Through this controlled assignment set by Pearson, learners examine how businesses adapt their approaches to management in response to challenges in the internal and external business environment. Students gain an understanding of how the implementation of different leadership styles and theories can impact on the workplace.

Unit 9: Team Building in Business (60 GLH)

Through this practical unit, learners gain an insight into how successful businesses draw on effective teams. They are exposed to the different roles within a team and learn about the importance of establishing a shared vision when making collaborative decisions. They have lots of opportunities to work in and lead different teams and they have the opportunity to gain valuable training from a corporate team building centre in Kenya.

Unit 30 – Career Planning (60 GLH)

Learners research potential career pathways, examine current skills they have, and identify any skill gaps they may have. They create a career development plan, and consider alternative pathways to their chosen career. They also prepare a job application documentation and take part in a simulated interview to develop their communication and interview skills. This unit will support them in their universities applications.

Unit 20 – Business Ethics (60 GLH)

Learners explore the nature of ethical behaviour in a business context and the impact of business ethics on costs, operations, and the roles and responsibilities of managers and employees in the workplace. They also examine the role and importance of CSR and how it influences an organisation's relationship with stakeholders in the wider external business environment.

Unit 34 – Launch and Run and Enterprise (90 GLH)

In this practical unit, learners develop a plan for an enterprise and create a marketing strategy to inform their target market about the product/service. Once the learner has stimulated the demand for the product/service, they will then launch and run the enterprise for a set period of time. The learner will draw on the knowledge, understanding and skills they have developed through studying earlier units to help make the enterprise a success.

Career Pathways

Career pathways are many and various. Business Studies and Management courses are proving to be very popular at university, and many of our students go on to study Management related degrees.

Business (Marketing)

Length of Course: 2 Years

Entry requirements: Four IGCSE grade Ds and above. You must have opted for Business Core, which contains four compulsory units, to be allowed to take this course.

What is this 720 guided learning BTEC course taken alongside the Business Compulsory units, this is equivalent to 2 A levels. If students also take the Marketing Course the student will work towards the Extended Diploma which is 1080 guided learning hours.

Why Study Business (Marketing)?

This course in Marketing gives students a real understanding of the need for thoughtful market research before starting up a business. Students learn from practical experience how to market a product or a service within a budget. They make use of their creative IT skills along with a range of media to persuade their target audience to buy their products. By the end of the two years they will have a firm foundation in marketing skills that will give them a head start on any marketing course at university.

How will I learn?

Students on our marketing courses learn through practical experience.

- They set up their own small businesses as part of the core course and have 5 months to carry out their market research before deciding on their products. They then market their products over a number of months. The business that makes the most money is rewarded with an Apprentice Style prize.
- They are in charge of the marketing for the school Bonfire Night.
- They market our school musical and drama events through a spectacular launch.
- They use their IT skills to make creative and original posters, tickets and flyers.

How will I be assessed?

You are continuously assessed throughout the course. For each unit international standards are laid down, in which you have to show you are competent. Your tutors will ensure that you are given opportunities to show your competency through projects, assignments, case studies and problem-solving situations. Assessment may include photos, DVDs, examples of the

posters and tickets that you created and teacher observations of your practical marketing skills.

The Course

It usually takes 9 weeks to cover one unit. The following units are covered on this course:

Unit 16: Visual Merchandising (60 GLH)

Learners study and try out techniques used to visually promote the sale of products in retail outlets.

Unit 18: Creative Promotion (60 GLH)

Learners study how creative promotion influences the buying decisions of customers, stimulates demand, creates brand personality, and promotes products and services.

Unit 22: Market Research (60 GLH)

Learners examine the different aspects of market research used by businesses before undertaking their own research project. They interpret their findings and produce a report.

Unit 24: Branding (60 GLH)

Learners investigate the role of branding and explore how it is used and give recommendations for changes to a brand for a selected product.

Unit 25: Relationship Marketing (60 GLH)

Learners study the purposes and benefits of relationship marketing and the methods used by a selected business to attract and retain customers.

Unit 29: Health and Safety in the Workplace (60 GLH)

Through this practical unit, learners explore legislation and regulations relating to health and safety in the workplace, before conducting an audit. Learners then design and carry out their own risk assessment of a business and give recommendations for improvements.

Career Pathways

Career pathways are many and various. Business Studies and Marketing courses are proving very popular at University, and many of our students go on to study Marketing related degrees, including: Product Development; Advertising; Brand Management Marketing and Media Buying.



African Design



Chemistry

Length of course: 2 Years.

Entry requirements: Five A*- C grades with a B grade in IGCSE Chemistry. It is also helpful to have a grade B in mathematics as numeracy and mathematical skills are important in chemistry.

Why Study A Level Chemistry?

The demand for students with chemistry qualifications continues to increase. There is presently a shortage of suitably qualified chemists. The subject impinges on all aspects of our lives, including medicine, food, clothing, transport, agriculture, animals and space travel. The range of materials and our need for chemicals is ever increasing.

The Course

This course takes 2 years. During the first years, the following areas are studied:

Physical chemistry	Inorganic chemistry	Organic chemistry
-Atoms, Molecules and Stoichiometry -Atomic Structure -Chemical Bonding -State of Matter -Chemical Energetics -Electrochemistry -Equilibria -Reaction Kinetics.	-Chemical Periodicity -Group 2 Elements -Group 7 Elements -Nitrogen and Sulphur	-Hydrocarbons -Halogen Derivatives -Hydroxy Compounds -Carbonyl Compounds -Carboxylic acids and their derivatives -Polymerisation -Analytical techniques -Organic synthesis

In the second year, the above areas are studied to greater depth and the following areas are added; Group IV; (transition Elements). Arenes and Nitrogen compounds.

In addition, students study three applications of chemistry: Chemistry of life; application of Analytical Chemistry and Design and Material

Assessment

Paper	Description	Duration	%
1	Multiple Choice	1 hour	15.5%
2	Structured questions	1 hr 15 mins	23%
3	Practical paper	2 hours	11.5%
4	Structured and essay questions	2 hours	38.5%
5	Structured questions on planning, analysis and evaluation	1 hr 15 mins	11.5%

Career Pathways

With a qualification in chemistry you could go on to further or higher education, studying chemistry or work with the science-based industry such as chemical engineering, material science or biotechnology. It is essential for the medical field, pharmacy and environmental science. Chemistry is also a well-respected subject in its own right and suitable for entry into a wider range of professions such as analytical chemistry, healthcare scientist, clinical biochemistry, forensic science, pharmacology, research scientist, toxicology, chartered certified accountant, environmental consultant, higher education lecturer, patent attorney, science writer or secondary school teacher.

English Language

Length of Course: Advanced Subsidiary Level - 1 Year

Entry requirements: English Language at least a B grade at IGCSE

Why Study English Language?

English Language is valued by American and Dutch universities who want to see English and maths at a higher level. As a result English Language AS Level is a popular choice. It is largely a mixture of creative writing, research activities, and analysis of a range of texts. English Language will compliment your other subjects well. After all, good written and spoken communication is valued by employers worldwide.

The Course

You will analyse the techniques different writers use in a range of extracts and the effect their decisions have on the audience. In addition you will be encouraged to experiment with and develop your own writing skills, to make them as professional as possible, aiming your writing at specific audiences and for real purposes. You will be expected to write regularly for the school newsletter or the Year Book, as part of this course.

Assessment

Paper	Description	Duration	%
1	Answer two out of three questions: (a) Identify the distinguishing features of an unseen passage and relate them to the function and context of the writing and comment on key aspects of the writing (b) In the directed writing tasks you should demonstrate the ability to write for a specific audience and purpose using appropriate vocabulary, tone and style	2 hours 15 mins	50%
2	Composition: Answer one question out of a choice of four, from each section and write 600-900 words. Section A – Narrative, descriptive or imaginative writing Section B – Discursive or argumentative writing	2 hours	50%

Career Pathways

English Language is a very good choice and can lead to careers in the media industry, including journalism, advertising or work in management, personnel, customer service, public relations or law. Most careers welcome applicants who have good communication skills, and this is what English AS level focuses on.

English Literature

Length of Course: 2 Years

Entry requirements: Five A*- C grades with a B grade in IGCSE Literature and Language.

Why Study English Literature at A Level?

If you enjoy reading and find you can't put a good book down then English Literature is the subject for you! Not only will it open the door to a wide range of exciting careers from journalism to law, but it will also provide you with important life skills, encouraging you to think for yourself; to question what you read and analyse situations and characters. You will study a wide range of texts from plays to poetry, short stories to novels, from times gone by to the present day and in places far away, to settings on our doorstep. Literature is relevant and it is fun, but there's a lot of reading and writing involved! The course demands that you write regular essays, stories and poetry; that you visit theatres; that you research work in the library; and that you enjoy discussion and role play. Above all, although you are examining other authors' writing skills, you need to be a creative thinker yourself.

English Literature is a lot of work, but it is also rewarding. Like Literature at IGCSE some of your work will be assessed as coursework and the rest as an examination. However, instead of one paper, you will have three papers, giving you time to write essays per paper, on texts you have analysed in class.

The Course

You will be expected to understand a range of texts in relation to your own wider reading. You will also need to comment confidently on language and structure, building on the strategies you learnt for your IGCSE Literature examination. You will examine literature within a firm social historical and cultural context. In the exam you will have a choice of two questions for each text: an essay question and a passage based question. All questions will require you to demonstrate a response showing understanding of the text and an informed independent opinion and to communicate these clearly and appropriately. Context questions require that you relate the extract to the text as a whole and that you comment on the use of narrative methods and on the style of language.

Assessment

Paper	Description	Duration	%
1	Drama: Answer two essay questions – one on a Shakespeare play and the other on a play from the 20th Century.	2 hours 15 mins	30%
2	Prose: Answer one essay question comparing two novels. One of the novels must be from 19th Century.	1 hour	20%
3	Poetry: Answer two essay questions. One comparing a poem from the decade with an unseen poem and another analysing a couple of poems from your set poet or period.	2 hours 15 mins	30%
4	Coursework: Write one extended essay of 2500-3000 words comparing two texts of your choice.	-	20%

Career Pathways

As well as being enjoyable in its own right, A Level English Literature is a useful qualification for entry on any degree course. Professions such as accountancy, journalism, law and teaching welcome students with this qualification.



French

Length of Course: A level - 2 Years

Entry requirements: IGCSE : Five A*- C grades with a B grade in IGCSE French.

Why Study French or Spanish at A Level?

Studying a language and taking advantage of the many recent developments which focus more on the living and practical daily use of language, is rewarding, challenging and fun. French is spoken in many nations worldwide and knowing another language opens a lot of doors to many people. Having a second or third language is an important element of business success, future prosperity and progress. At A level, students taking a language will have a wider choice of options at university. In the future, possession of foreign language skills will be a major consideration for employers when selecting candidates for jobs.

The Course

Over the course of the two years, students will read, watch and analyse a minimum of two texts. They will improve their linguistic competence and their knowledge of contemporary society by responding to texts written or filmed in another language and drawn from a variety of sources such as

magazines, newspapers, films, reports, books and other forms of extended writing. They will also develop their speaking and their writing in another language. They will feel confident in selecting information and presenting their arguments and ideas logically.

Assessment

Paper	Description	Duration	%
1	Listening, reading and translation	2 hours	40
2	Written response to works and translation	2 hours and 40 minutes	30
3	Speaking (internally conducted and externally assessed)	30 minutes	30

Career Pathways

A qualification in French or Spanish is highly regarded for higher education or for the world of work. Career options include work in the diplomatic service, hospitality, tourism, translation and interpretation, music industry, media, law, public relations, business, finance and banking, travel and teaching.



Geography

Length of Course: 2 Years

Entry requirements: Five A*-C grades with a B grade in IGCSE Geography and a C grade in Maths

Why Study Geography?

From the moment you are born to the moment you die you will spend your life on the planet earth. A Level Geography will help you to understand more about that earth. On this course you will learn about the earth's surface and about how it is constantly changing. You will study different environments and hopefully learn to appreciate how and why these environments must be protected. You will also learn about the world's population and investigate the main areas of human activity. In particular, you will learn about the impact that man has had on the natural world. This course is a big step up from IGCSE so confidence in your knowledge is crucial.

The Course

The course consists of the following topics:

- Hydrology and fluvial geomorphology
- Atmosphere and weather
- Rocks and weathering
- Population
- Migration
- Settlement dynamics
- Coastal environments
- Tropical environments
- Hazardous environments
- Hot arid and semi-arid environments
- Production, location and change
- Environmental management
- Global interdependence
- Economic transition

Assessment

Paper	Description	Duration	%
1	Core Physical Geography: Section A: Three data response questions Section B: One structured question from a choice of three.	1 hour 30 mins	25%
2	Core Human Geography: Section A: Three data response questions Section B: One structure question from a choice of three.	1 hour 30 mins	25%
3	Advanced Physical Geography Options: Candidates answer questions on two of the optional topics. Each topic consists of one structured question and a choice of essay questions.	1 hour 30 mins	25%
4	Advanced Human Geography Options: Candidates answer questions on two of the optional topics. Each topic consists of one structured question and a choice of essay questions.	1 hour 30 mins	25%

Career Pathways

Many employers look very favourably on geography. A good A Level result will tell them that you know about the world, that you are competent in maths and English, that you have experience in graphical presentation and the handling of data, and that you have an inquiring and analytical mind. There is a wide range of career opportunities available, including: business, finance, management, administration, environmental work, information services, education, social services, leisure and tourism.

History

Length of Course: 2 Years

Entry requirements: Five A*-C grades with a B grade in IGCSE History and a C grade in Maths and English.

Why Study History at A Level?

'Those who cannot remember the past are condemned to repeat it.' George Santayana.

In a rapidly changing world, no understanding of the present can be complete without a strong understanding of the past. History enables students to gain a sense of belonging and an awareness of the world in which we live. This ultimately develops responsible citizens who have a greater understanding of their place in society.

The Course

A Level History encourages students to study independently, to research and to read widely. Furthermore, it enables students to write fluently, to develop the capacity to formulate and justify their ideas. Due to the nature of the course, a high level of subject knowledge is vital at A Level History.

Assessment

Paper	Description	Duration	%
1	Source Study: League of Nations	1 hour	20%
2	Essay Paper Two essays on a choice of three topics: • The French Revolution • The Russian Revolution • Origins of World War 1	1 hour 30 mins	30%
3	Source Study: Origins of the Cold War	1 hour	20%
4	Essay Paper Two essays on a choice of three topics: • Soviet Union • Fascist Italy • Nazi Germany	1 hour 30 mins	30%

Career Pathways

History is a highly regarded subject in both further education and the world of work. Students develop a range of skills which employers look for, from independent thinkers who are able to present coherent, well-structured arguments, to those that can analyse evidence. Professions such as law, journalism, politics, international relations, archaeology, museum education officer, museum curator, careers in historic buildings or monuments and teaching and teaching value students with A Level History

Hospitality

Length of Course: 2 Years

Entry requirements: Four IGCSE grade Ds and above. It would be good if you have shown an interest in cooking OR have a grade D or above in IGCSE Food and Nutrition.

What is this 360 guided learning hours BTEC course equivalent to? One A level.

Why Study BTEC Hospitality?

This course in Hospitality gives students a real understanding of the different facets of the hospitality industry. This practical course will enable students to learn the basics of catering as well as understanding how the hospitality industry works. By the end of the two years students will have a firm foundation in hospitality that will give them a head start on a hospitality course at university.

How will I learn?

Students on our hospitality courses learn through practical experience.

- They learn to cook and present a number of international dishes and provide customer service.
- They will plan an event and participate in school events.
- They use their IT skills to make creative and original posters and tickets and menus.

How will I be assessed?

You are continuously assessed throughout the course. For each Unit international standards are laid down, in which you have to show you are competent. You will carry out specific written activities under supervised conditions using information provided.

Your tutors will ensure that you are given opportunities to show your competency through projects, assignments, case studies and problem-solving situations. Assessment is focused on the unit. For most units there is only one method of assessment, which is a portfolio of evidence or coursework. This may include photos, teacher observations of your practical cooking skills, role plays, work experience or witness reports. When you have completed all the units of the course you will receive an overall grade for your qualification – Pass, (equivalent to a grade E at A level) Merit, (equivalent to a grade C at A level) or Distinction, (equivalent to a grade A at A level).

The Course

It usually takes a term to cover one unit. The following units are covered on this course:

Unit 1 – The Hospitality Industry: Learners develop knowledge and understanding of the hospitality industry, the current trading environment and how the hospitality industry responds to trends and changes in different scenarios. Through investigations in the commercial and catering services sectors of the industry will enable an understanding of the operations that provide accommodation, catering and related services.

Unit 2 – Environment and Sustainability in the Hospitality Industry: Learners develop knowledge and understanding of the impact of the hospitality industry on the environment and the measures taken by the hospitality industry to ensure a sustainable environment. They will develop an understanding of the costs and benefits of environmentally friendly practices.

Unit 3 – Customer Service Provision in Hospitality: Learners develop the knowledge and skills needed for effective customer service delivery in a hospitality business. Learners will understand the skills needed to provide positive customer service in an organisation and the need to continually improve their customer service skills.

Unit 11: Contemporary Global Cuisine: Learners will develop knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook global food dishes, the historical influences on global food, the styles of food, and the types of dishes that are prepared and cooked globally. They will develop skills in preparing, cooking and reviewing global dishes.

Unit 13: European Cuisine: Learners will develop knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook a selection of European food dishes, the historical influences on European food, the styles of food, and the types of dishes that are prepared and cooked in Europe. They will develop skills in preparing, cooking and reviewing European dishes.

Unit 19: Events in Hospitality: Learners will develop knowledge of and practical skills in running events in hospitality by following through from conception to completion. This unit is designed for the broader spectrum of hospitality events, including bespoke and off premises events.

Unit 29: Asian Cuisine: Learners develop knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook a selection of Asian food dishes, the historical influences on Asian food, the styles of food, and the types of dishes that are prepared and cooked in Asia. They will develop skills in preparing, cooking and reviewing Asian dishes.

Career Pathways

This qualification supports progression to job opportunities in the hospitality sector at a variety of levels. Jobs available in these areas include: Hotel Manager, Front Office Receptionist, Chef de Partie, Restaurant Supervisor, Bar Supervisor and Events Organiser.



Computer Science



Length of Course: 2 Years

Entry requirements: Though it is advisable to have taken Computer Science at IGCSE level, it is not a prerequisite for the A-Level Computer Science course. However, students need a grade B in both Mathematics and Physics.

Why Study A Level CS?

Computer science is a dynamic and rapidly growing area that has become an integral part of the world that we live in today. Having a degree in this field will provide you with a deep understanding of theories and emerging technologies. When applied in an interdisciplinary fashion, students can also draw on their other areas of interest such as biology, business, cyber security, economics, engineering, information assurance, languages and linguistics, mathematics, physics, public policy, etc., to address a wider range of complex issues.

Assessment

Paper	Description	Duration	%
1	Theory This paper seeks to assess the candidate's understanding of a range of topics, namely, data representation, communication technology, logic gates, computer architecture, database modelling, security and ethics.	1 hour 30 mins	25%

2	Programming and Problem-solving This programming component of the exam assesses the candidate's ability to design an algorithm, create a programming solution to a problem and create a program using basic programming constructs.	2 hour	25%
3	Advanced Theory The theoretical component addressed on this paper, would examine the candidate's advanced knowledge on the same topics assessed on paper 1. Including monitoring and control systems.	1 hour 30 mins	25%
4	Further Problem-solving and Programming Skills. The problem-solving skills assessed on this written assessment is further programming skills, file handling, algorithm designs method and software development.	2 hour	25%

Career Pathways

The extensive variety of careers engulfed in IT as a field, include, but are not limited to, systems analyst, programmer, IT consultant, database developer, web designer, penetration tester, network engineer, game developer, security analyst and graphic designer.

Mathematics

Length of Course: 2 Years

Entry requirements: Five A*-C grades with a strong B grade in IGCSE Maths.

Why Study A Level Mathematics?

The study of Mathematics is always in demand. It is a subject that complements a wide range of areas of study. Almost every field of study requires a foundation in A Level Maths, especially engineering, medicine, physics, management and accounting. This course aims to develop your mathematical knowledge and skills in a way which encourages confidence, satisfaction and enjoyment.

The Course

The Maths A Level is a carefully structured course and you will be expected to work consistently hard through the two years. You will be set exercises from your textbook throughout the academic year and you will be expected to keep up-to-date with this work as it is essential to the learning of A Level Mathematics.

Assessment

Paper	Description	Duration	%
P1	Pure Mathematics	1 hr 50 mins	30%
P3	Pure Mathematics	1 hr 50 mins	30%
P4	Mechanics	1 hr 15 mins	20%
P5	Probability and Statistics	1 hr 15 mins	20%

Career Pathways

Pure Mathematics: Students wishing to study Science, Mathematics or Engineering at university are well advised to study Pure Mathematics. The syllabus extends major topic areas such as trigonometry, algebra and geometry, whilst introducing differential and integral calculus.

Statistics: Students wishing to study Mathematics, Management, Accounting, Sociology, Geography, Business Studies and Economics at University are well advised to study Statistics. The syllabus covers collecting, presenting and analysing data as well as the theory of probability, discrete and continuous distributions, correlation and regression.

Mechanics: Students wishing to study Mathematics, Physics or Engineering at University would find the study of Mechanics very useful. The syllabus covers forces, kinematics, momentum, Newton's laws of motion, energy, work and power.



Creative Media Production (Television and Film)



Length of Course: 2 Years

Entry requirements: Four IGCSE grade Ds and above.

What is this 360 guided learning hours BTEC course equivalent to? One A level.

Why Study Creative Media Production?

This practical course will give you the skills required to work in the evolving and exciting media production industry. You will study film, television and media production across a range of genres, and you will get the chance to produce your own promotions, music videos, documentaries and multi-camera recordings. By the end of the course you will have the essential skills needed to work in the creative media industry.

How will I learn?

You will learn through a range of practical approaches designed to provide you with the opportunity to develop technical skills for practical applications and provide vocational real world experience.

How will I be assessed?

You will be continuously assessed throughout the two year course. Your tutors will ensure that you are given opportunities to show your competency through filmed and edited work, reports, research, interviews, reflective logs, photos, PowerPoints, role play and tutor observations.

The Course

Module A: Exploring and Developing Creative Media Skills - The fundamentals covered in this module enable you to take ownership of your projects. You explore ways of informing ideas, understand and develop solutions to creative challenges, acquire technical skills and develop

professional practice and communication skills. You develop these underpinning skills practically through producing work, experimenting with a range of ideas and technical practices.

For **A1: Skills Development 270 GLH** - You explore key fundamentals of media practice, learning how skills are integrated and connect to generate developed outcomes.

- A1.1 Explore and develop investigation skills for informing ideas
- A1.2 Explore and develop problem solving skills
- A1.3 Explore and develop creative technical skills
- A1.4 Explore and develop professional skills and behaviours
- A1.5 Explore and develop communication skills

For **A2: Responding to a Brief 90 GLH** - Pearson will set an Assignment that will have a vocational scenario which will allow you to demonstrate the skills you have developed.

- A2.1 Inform ideas to develop a response to a brief
- A2.2 Use problem solving to develop a response to a brief
- A2.3 Use technical skills to develop a response to a brief
- A2.4 Use professional skills to develop a response to a brief
- A2.5 Use communication skills to develop a response to a brief

Career Pathways

There are many careers that value a media background including camera work; sound assistant; assistant producer; technical operator; researcher; junior reporter, script writer, editor, casting director, studio PA and animator.



Students in the past have created adverts, music videos and documentaries as part of their finished work.

Music (Performing)

Length of Course: 2 Years

Entry requirements: Four IGCSE grade Ds and above and the ability to play one musical instrument or be able to sing. You will be invited to an audition before we can confirm your place on this course.

What is this 360 guided learning hours BTEC course equivalent to?
One A level.

Why Study Music?

This practical course will develop and improve your music performance skills. You will develop your ability to play a particular instrument such as piano, drums or voice and you will be encouraged to play both solo and ensemble pieces. You will be supported in both composing and performing your own and others' work and you will be given the opportunity to perform in front of lots of audiences, at many different venues. This practical course will definitely make you a better performer.

How will I learn?

Students learn through a range of practical activities and workshops that lead to performances. These usually take place on Friday or Saturday evenings and so you must be prepared to give up a lot of time after school to excel at this course.

How will I be assessed?

You are continuously assessed throughout the course. Your tutors will ensure that you are given opportunities to show your competency through filmed performances, recorded compositions, reports, research, interviews, reflective logs, photos and tutor observations.

The Course

Unit A1 Performing as an Ensemble (150 GLH)

In this practical unit, learners develop and apply knowledge and skills related to musicality, technique and performance. They also develop key complementary skills for musicians, such as professional skills and critical reflection. They develop their solo and ensemble musical performance skills and techniques through workshops and practical sessions. They take part in projects to improve their musical performance skills and are involved in a number of performances in different spaces and for different audiences.

Unit A3 Using Musical Styles (150 GLH)

Through this practical unit, learners explore musical styles and the development of musical genres from different parts of the world, over different time periods. They take part in listening sessions, workshops and short projects that explore a range of musical styles.

Unit C7 Planning a Career in the Industry (60 GLH)

Through research and from making professional presentations, learners explore the main issues and opportunities that face the global music industry and the freelance world. They explore how these issues affect the future in relation to their own individual chosen path.

Career Pathways

A qualification in music is recognised by universities world wide. It can lead on to careers such as being a composer; orchestral performer; session musician; sound engineer; musical director, teacher, music therapy and arts and events manager.



Students perform during Bonfire Night

Performing Arts

Length of Course: 2 Years

Entry requirements: Four IGCSE grade Ds and above and a passion for acting, dance or performance in general.

What is this 360 guided learning hours BTEC course equivalent to? One A level.

Why Study BTEC Performing Arts?

If you enjoy acting, dancing and the world of the theatre then this is the course for you. This creative course is designed to engage and challenge you to maximise your dramatic and performance abilities through making, performing and appreciating a range of dramatic and theatrical works. You will learn about yourselves and others by creating characters and stories through performance. You will work individually and in groups and will consider ways in which ideas and feelings can be communicated to an audience, through mime, actions and dance. Not only will you explore the performance possibilities of texts and other stimuli, but you will also get the opportunity to devise dramatic and choreographic material of your own.

How will I learn?

The vocational context of the course includes a range of practical activities and workshops that lead to performances. You are provided with assignment scenarios and projects that are realistic and work-based, allowing you to start forging links and relationships with local and national professional practitioners as early as possible. You will be encouraged to take responsibility for your own learning and achievement, taking into account industry standards for behaviour and performance. You will be expected to take a role in the school play and be prepared to give up many hours for after school rehearsals and performances. You will also be expected to prepare for the LAMDA exam in Acting.

How will I be assessed?

You are continuously assessed throughout the course. Your tutors will ensure that you are given opportunities to show your competency through projects, reports, research, performances, DVDs, interviews, reflective logs, photos and tutor observations.

The Course

The BTEC Performing Arts course builds on Performing Arts skills development. These will be evidenced through a range of workshops, informal performances and the two touring school productions (one straight play and one musical).

Unit F16: Planning a Career in the Industry

is the mandatory unit, where you will get a chance to explore the development of the performing arts industry and understand the roles and employment opportunities. As part of this unit you will also be expected to take part in the external LAMDA (London Academy of Music and Dramatic Arts) examinations which will earn you UCAS points.

Unit A1: Exploring Performance Styles

enables you to practically explore different performance styles applying the conventions and qualities required by each style.

In Unit A2: Creating Performance Material you will create and develop performance material employing a range of techniques and devices. The work you develop may be original or reimagined existing material, or a combination of both.

Unit A3: Performing to an Audience requires you to participate in the rehearsal process, working as part of a group, critically evaluating your own actions and decisions. You will perform the final piece to a live audience, communicating with your fellow performers and with the audience to convey the themes and ideas, creative interpretation of your role and the overall creative intentions of the piece.

Career Pathways

Careers that benefit from drama and dance skills are those that require interaction with the public. Working with larger groups of people or professions that require confident skills in communication (written, oral, and performance), the ability to work independently, interpersonally, and in groups will all benefit from a student who has studied drama or dance.

Careers that Performing Arts students progress onto include:

- Professional Arts, Education, Entertainment Industries as actors, dancers, singers, choreographers, directors, arts administrators, TV presenters and all aspects of media production
- Creative Industries as make-up designers or technicians, lighting design, sound design, costume or set design, director or stage manager
- Community work, as health and fitness, travel and tourism, marketing and PR, or events management.



Macbeth and Lady Macbeth in a Travelling Theatre Performance of Shakespeare's well known play Macbeth.

Physics

Length of Course: 2 Years

Entry requirements: Five A*-C grades with a B grade in IGCSE Physics and Maths

Why study Physics?

A Level Physics is an interesting, stimulating course for students who enjoy science and mathematics. It covers many different concepts from the structure of the atom to the building blocks of the universe. Physics relies less heavily on memory than some other subjects and involves using basic ideas to explain new situations. So if you enjoy solving problems either practically or theoretically and want to know why things work as they do, physics is for you!

The Course

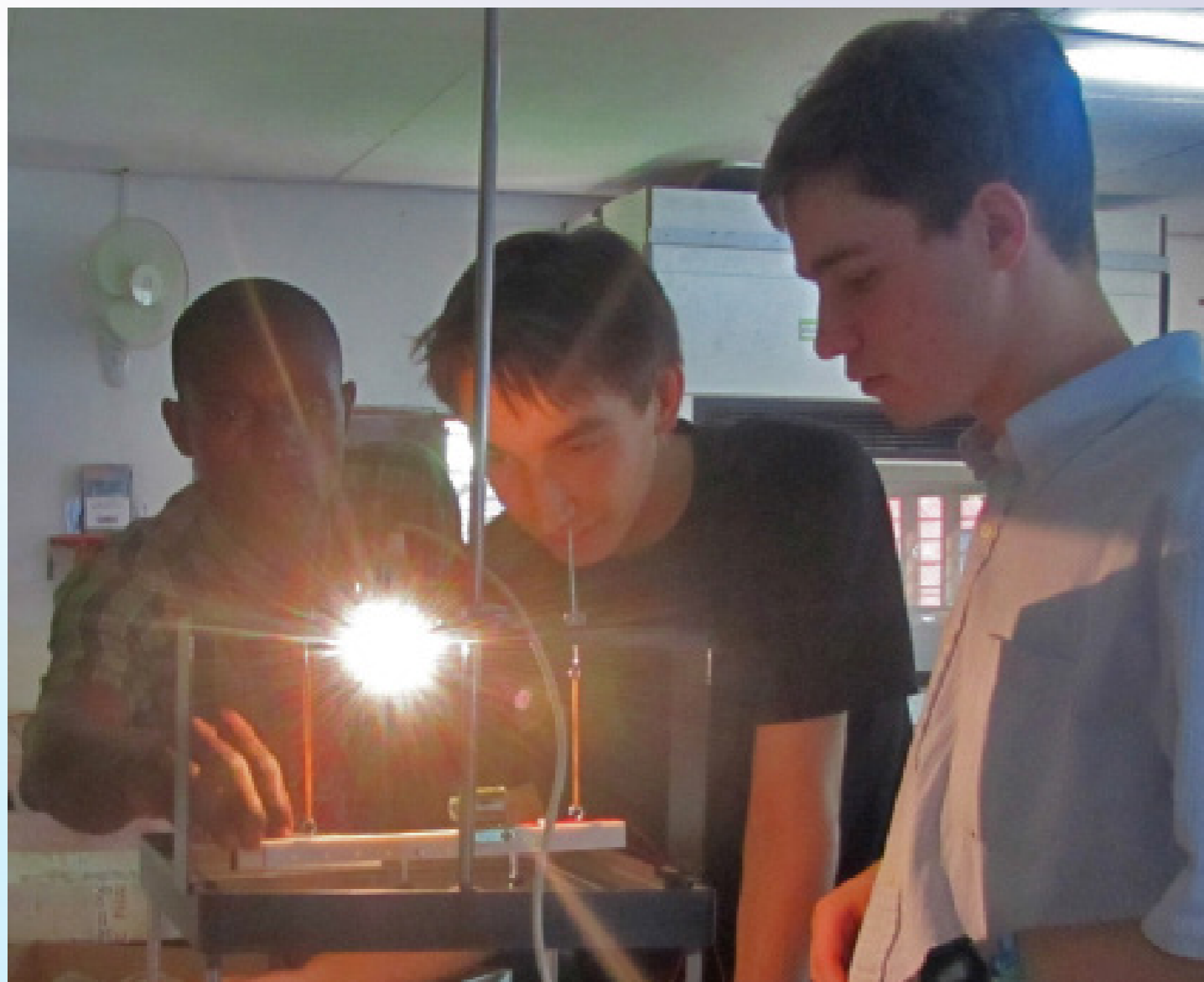
Students studying A Level Physics become confident citizens in a technological world, being able to use IT to aid experiments and as a tool for the interpretation of experimental and theoretical results. The course includes the study of mechanics, matter oscillations and waves, electricity and magnetism, modern physics (particles, quantum and nuclear physics), and applications of physics (medical physics and telecommunications).

Assessment

Paper	Description	Duration	%
1	Multiple Choice	1 hour	15.5%
2	Structured questions on the AS syllabus	1 hr 15 mins	23%
3	Advanced Practical paper	2 hours	11.5%
4	Structured questions based on the A2 syllabus and the application of physics	2 hours	38.5%
5	Two questions of equal marks based on the practical skills of planning, analysis and evaluation.	1 hr 15 mins	11.5%

Career Pathways

A qualification in physics is a valuable asset for higher education, or for the world of work. Career options range from medicine, computing, teaching, medical physics, engineering, meteorology, electronics, environmental work, finance and law.



Sport - Physical Education



Length of Course: 2 Years

Entry requirements: Four IGCSE grade Ds and above and a love of practical sport and fitness.

What is this 360 guided learning hours BTEC course equivalent to? One A level.

Why Study Sport?

This practical and theoretical course fosters enjoyment of physical activity. You will develop an understanding of the interaction between theory and practice by focusing on the performer and performance. You will learn about anatomy and physiology, movement skills and contemporary studies. This provides a firm foundation for the further study of exercise, physiology, psychology of sport performance and fitness.

How will I be assessed?

You are continuously assessed throughout the course. Your tutors will ensure you are given opportunities to show your competency through: filmed evidence of you playing and coaching different sports; recorded data of your fitness; experiments; games and PowerPoint presentations; reports; research; practical demonstrations; interviews; reflective logs; photos and tutor observations.

The Course

The following units are covered over the two years:

Unit 2: Health, Well being and sports 180 GLH

Learners will explore the importance of physical activity and wellbeing on different types of participants. This will include investigating physical and mental health and suggesting ways to improve them.

Unit 3: Developing Coaching Skills 90 GLH

Learners develop knowledge and skills to assist in the improvement of others' skills, techniques and tactics for performance across a range of sports

Unit 20: Practical Sports Performance 90 GLH

Learners develop the skills, techniques, tactics and understanding of rules of selected sports through active participation in individual and team sports.

Career Pathways

The course provides an excellent grounding for students intending to pursue careers in teaching and coaching, sports development, the leisure industry, recreational management, working in the military, professional sports person, management of health or sports clubs, physiotherapy, journalism and media work.

Psychology

Length of Course: 2 Years

Entry requirements: As well as 5 A*-C grades, students will need an IGCSE Grade B in English and Biology

Why Study Psychology?

Psychology is usually defined as the scientific study of behaviour. It is a fascinating subject which can provide insight into human behaviour and the thought processes which underlie it. Psychology includes a wide range of subject areas, which are listed in the course description below.

Studying psychology not only gives you the opportunity to study an interesting subject, it also allows you to develop a range of useful skills including essay writing, statistical techniques, and analytical abilities. Since psychology covers such a broad range of subject areas, it is an ideal subject to complement other A Levels in both the Arts and Sciences.

The Course

You will learn about the different approaches to psychology: cognitive; developmental; individual differences; physiological and social.

Assessment

Paper	Description	Duration	%
1	Approaches, Issues and Debates	1 hour 30 minutes	25%
2	Research Methods	1 hour 30 minutes	25%
3	Specialist Options: Theory	1 hour 30 minutes	25%
4	Specialist Options: Application	1 hour 30 minutes	25%

Career Pathways

Psychology A Level can provide you with the opportunity to study for a degree course in psychology, behavioural sciences, sociology, anthropology or education. Studied up to A Level, this subject can lead to careers in childcare, nursing, personnel, nursery nursing and is useful for any kind of job where you deal with people

Sociology

Length of Course: 2 Years

Entry requirements: As well as 5 A*-C grades, students will need an IGCSE Grade B in English and Sociology, if studied.

Why Study Sociology?

Sociology is the study of society – how and why we live together as humans. The course looks at questions like: why do men dominate most societies? What is racism? What causes poverty? Are there hidden lessons that teachers teach us that we don't know about? How do we go about researching an issue? How do people get power over others? Why do people commit murder?

Students who take sociology will gain skills in debating, knowledge of social theories, essay writing skills and development of an enquiring mind and research skills, all very useful for university!

The Course

This is a modular course divided up into three distinct sections. Students will be made aware of the diversity and application of concepts, theories and methods within sociology. Each student will be able to develop a model of

society based on what is read and discussed.

Assessment

Paper	Description	Duration	%
1	Socialisation, Identity and Methods of Research	1 hour 30 mins	25%
2	The Family	1 hour 30 mins	25%
3	Education	1 hour 15 mins	25%
4	Globalisation, Media and Religion	1 hour 45 mins	25%

Career Pathways

Any career that involves research, project work or people skills will be helped by having studied sociology. University courses that can be taken include psychology, sociology, anthropology, political science and geography.



Accreditations

