



SHARJAH ENGLISH SCHOOL



SIXTH FORM OPTIONS BOOKLET 2021



Contents

A Message from the Head of Sixth Form	3
Why choose the Sixth Form at SES?	4
Sixth Form Pathways	6
BTEC Qualifications – General Information	7
The Sixth Form – A Crucial Decision	8
University Applications	10

A Level Options Subjects

Art, Craft & Design	13
Biology	14
Business (BTEC Level 3)	15
Chemistry	16
Computer Science	17
Design & Technology	18
Drama & Theatre	19
Economics	20
English Literature	21
French	22
Further Mathematics	23
Geography	24
History	25
Mathematics	26
Music	27
Physics	28
Psychology	29
Sports (BTEC Level 3)	30
Choosing Your Options	31
What next?	33

A Message from the Head of Sixth Form



Dear Year 11 and Parents,

Nearing the culmination of your GCSE studies, there are so many things on your minds - from final exams to Sixth Form subject choices to University options to the ultimate question of 'What do I want to do with my life?' These are huge considerations that deserve serious consideration and we are here to help! We are here to advise and listen to queries, concerns and ideas.

There are no compulsory subjects, set by us as a school, at A-Level or BTEC but you must research prospective University choices to determine if there are any requirements at that level. For example, Chemistry is a requirement for any Medicine application and some Psychology courses stipulate Biology while others do not - you will need to ensure you have researched this before making your final Sixth Form choices.

At SES we offer both A-Level and some BTEC courses- your teachers will advise on the differences between the courses, their assessment. We are here to support you in making these decisions, please do not hesitate to come and speak to me about your options, entry requirements or university aspirations. My door is always open!

Good Luck!

Ruth Tremlett, Head of Sixth Form

Why choose the Sixth Form at Sharjah English School?

Our Teachers

All our teachers are experienced UK trained specialists. At the heart of our school's success is our ability to recruit and retain hard-working, committed staff who can deliver imaginative and inspiring lessons. While at SES teachers all undertake continuous professional development, and indeed lead other schools in raising standards and keeping abreast of educational developments, A Level, BTEC specifications and changing university admission requirements.

Our Ethos

The distinction of being a not-for-profit school has a profound impact on the schooling experience of children, staff and parents. Our focus is on teaching and learning – not on bowing to any commercial pressures from owners or sponsors.

Our Sense of Community

One cannot think of SES without the word 'community' suggesting itself. Due to the size of the expatriate community in Sharjah, the school is more central to the local community than is possible in a larger more anonymous urban setting. Our families and students regard the school as having a pivotal place in community life. Parents are heavily involved in the school, an engagement that is supportive and enriching.



Our Size

With only two form intake in much of Secondary, expanding to three form entry over the next five years, our school remains small by UAE standards. Our A Level classes have an average of six students per class. This permits staff to have an in-depth knowledge of every student, and permits secure and supportive relationships

that are needed to embrace any challenge that may arise. Our commitment is to remain small enough to preserve our strong community and family feel.

Our Success

Ultimately, however pleasant or supportive the learning experience, parents expect a school to deliver excellent results, and to enable students to move on successfully to their next phase of education, whether in the UK or internationally. Most importantly, our A Level students expect and deserve the opportunity to access the top universities and colleges in the world. SES has established an enviable record of examination success; nearly all our graduating students find places at their first choice university, including the most renowned institutions worldwide.

Our Site and Sports Facilities

At just under 100,000 square metres, our school site (generously donated by HH The Ruler of Sharjah) is amongst the largest of any UAE school. This permits us to maintain playing fields which few schools in the region can match, and host numerous Sharjah and Dubai inter-school events. Plenty of space remains on our site for all future building and facility needs.

Our Music and Drama

For a comparatively small school, SES enjoys huge success and a magnificent reputation at national and Gulf level for the quality of its performing arts. Music and Drama opportunities exist from Foundation level, through to examination classes in Secondary. The majority of SES students will experience the excitement and confidence that being on stage can bring. Students will remember their experiences in these areas long after they have left school.

Leadership Opportunities

Our Sixth Form offers students many opportunities to lead and take responsibility. Student Leaders are role models for younger students and staff often look to them for assistance and support. Sixth Form Leaders run academic clubs, organise charity events, mentor Key Stage 3 students, plan annual events, provide student voice, influence school decisions, conduct guided tours, and embody the very ethos of SES.



Sixth Form Pathways

At Sharjah English School, we offer three distinct pathways to students so that we are able to cater for students of a wide range of abilities.

A Levels

Most of the subjects that we offer in Years 12 and 13 are A Level courses. These are a 'gold standard' qualification that is highly valued by universities and employers worldwide.

A Levels are two-year courses, with all formal assessments taking place at the end of the two-year course. Students studying for A Levels will, of course, take a number of assessments throughout the two years, but only the formal assessments taken at the end of Year 13 will count towards the final grade.

In some courses, in addition to the final examinations, there is also a coursework component. For example, in A Level Art & Design, students will need to produce a portfolio of their own work, and in A Level Drama students will prepare a performance as part of their coursework.

Most students take 3 A Level subjects during Years 12 and 13. These three subjects are taught in such depth that there is often significant overlap between what is taught on the A Level course and what students would study in the first year of their degree course.

All of our A Levels are UK specification, which means that, unlike international A Level qualifications (IALs) there is no option to take AS examinations at the end of Year 12. We only allow students to enter for AS examinations if they have confirmed to us that they are leaving at the end of Year 12.

BTEC Level 3 qualifications

Some students may opt to take a BTEC programme instead of A Levels. There is more information about BTEC Level 3 courses on the following page.

A mix of A Levels and BTECs

Students can opt to study a combination of BTEC Level 3 qualifications and A Levels.

Entry Requirements

In order to study an A Level programme, students need to achieve at least five GCSEs or IGCSEs at Grade 6 or above, including Maths and English Language. Students will also need to have a Grade 6 in the subjects they wish to study at A Level. To gain entry to a Level 3 BTEC-only programme, students need to have achieved 4 GCSEs or IGCSEs at Grade 4 or above, including English Language.

BTEC Level 3 International Courses

At Sharjah English School we currently offer International Level 3 Business and International Level 3 Sport & Exercise Science.

What are BTEC qualifications?

BTEC stands for 'Business and Technology Education Council' who set up the secondary qualifications over 40 years ago. BTEC's are internationally recognised qualifications designed for study in a wide range of subjects from Science to Performing Arts. BTECs are offered at all Secondary educational levels from pre-GCSE through to degree. International BTEC Level 3 qualifications are at a comparable standard to the English academic A Levels. The content of the BTEC qualifications is flexible enough to suit a student's preferred combination of options in the sixth form. A BTEC International Subsidiary Diploma is in size to a single A Level and the BTEC International Diploma qualification is the size of two A Levels. BTEC students study to gain work related skills alongside the academic knowledge and understanding in the subject area.

What is A BTEC course like and how is it assessed?

As a BTEC student they will put their learning into practice straight away by completing examination board set or school approved assignments set in real-life situations, developing academic, practical skills and knowledge that enable students to gain a complete skills set ready for higher level learning and future employment. Lessons and assessments will take a varied approach including individual, paired and group work, class discussions, guest speakers, practical activities, research tasks, presentations, displays, event organisation and mentoring.

BTEC qualifications have a focus on flexible learning and independence, which appeals to those who find traditional teaching methods and examinations difficult. The assessment for BTECs is based on smaller, more regular pieces of coursework, which makes them an ideal alternative, for those who find that the pressure of exams does not allow them to reach their true potential. However, time management and the ability to research independently are essential skills for success in the level 3 BTEC.

BTEC Fees

For BTEC, course payment is made as soon as the student has been registered for their course/s in September of Year 12. An invoice will be issued for each course via the SES Finance Department in the first 2 weeks of the first term of Year 12.

The Sixth Form – A Crucial Decision

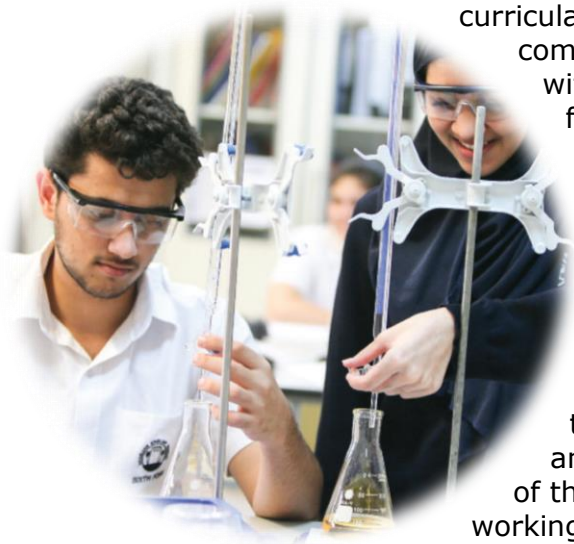
The choices you make, about what and where to study in the Sixth Form, will have a significant bearing on your future life and career. The qualifications you acquire, the personal qualities and life skills that you develop and the friendships you forge will all be crucial in determining how you cope with the transition from school to adult life, and your success in an increasingly competitive world.

The Sixth Form is different

It is said that virtually all students find their time in the Sixth Form to be the most exciting and enjoyable of their whole school careers. It is not just an extension of life lower down the school – you will be studying the subjects that you have chosen. Teaching groups will be smaller, allowing you to contribute more personally, and you will develop a more relaxed and adult relationship with staff. You will make new friends, often based on a shared interest in a particular area of study. You will have your own common area and will be able to choose from a range of extra-curricular activities. You will be an integral part of the school community, taking on leadership responsibilities, helping with the running of the school and acting as a role model for the younger students. As you transition through Sixth Form you will be afforded more autonomy and you will develop the independence to cope with the next steps in your life.

Support and guidance

At Sharjah English School, we pride ourselves on the detailed personalised support (academic and pastoral) that we offer. Our low student-teacher ratios (currently an average of 1:6) facilitate this. We are very conscious of the need to transition to a more independent mode of working, we encourage individuality and we have designed our programmes to allow for autonomy. Much emphasis is placed on helping you manage the transition from the more structured environment of Key Stage 4 to the greater independence of the Sixth Form. Your tutor will offer advice and support on academic, personal and career matters, and be responsible for your day to day welfare. Academic progress will also be reviewed on a regular basis. This information will be quickly and clearly shared with the students, parents and pastoral staff in order to create an environment where everyone works together in order to maximise your potential. Parents will be invited to meet subject staff and tutors to discuss progress twice during each academic year.



Staying on?

Inevitably, some existing students will be asking why you should stay on at Sharjah English School, and may be tempted by the prospect of change in general. However, there are very considerable advantages to staying on. There will be no disruption to the continuity of your education. You are already an integral part of the community here. You have forged friendships over the years, and you know the staff and they know you. The Sixth Form tutors will guide you through the complex application systems into higher education, and the vital school reference is based on a detailed knowledge of your achievements and potential and can reflect your development throughout your whole school career.

Moving Schools?

New students should know that Sharjah English School is committed to achieving excellent grades for all. We believe that SES can maximise your achievements at A Level through having small class sizes, which will permit close supervision and individualised teaching; also, our staff offer a blend of very experienced teachers at this level and more recently qualified staff who are very well versed in current UK developments and teaching practices.

Higher Education Destinations

Sharjah English School caters for applications across the world and we have a proven record of success. 2020 marked the completion of our eleventh university application cycle and the information below outlines the range of our students' destinations.

The majority of our students have gone into undergraduate education and we have an excellent follow on/completion rate at degree level. This, in part, can be attributed to the intensive research that goes on throughout the application process and through support you will receive from teaching staff, your peers and the wider school community. Our UCAS offer rates, when compared to the UK averages, are excellent and we are very proud of the continued progress that our students are making.

UK-based students (61% of all Sixth Form leavers)

Including – Oxford, Cambridge, King's College, UCL, Brighton, Durham, Edinburgh, Imperial College, Loughborough, Queen Mary, York, Manchester, Nottingham, Plymouth, Warwick

US/Canada based students (20% of all Sixth Form leavers)

Including – Boston, Albany (NY), Brown, Loyola (Chicago), Seattle, USC, Washington, West Virginia, McGill, Toronto, US Naval Academy, UC Berkeley

Rest of the world (19% of all Sixth Form leavers)

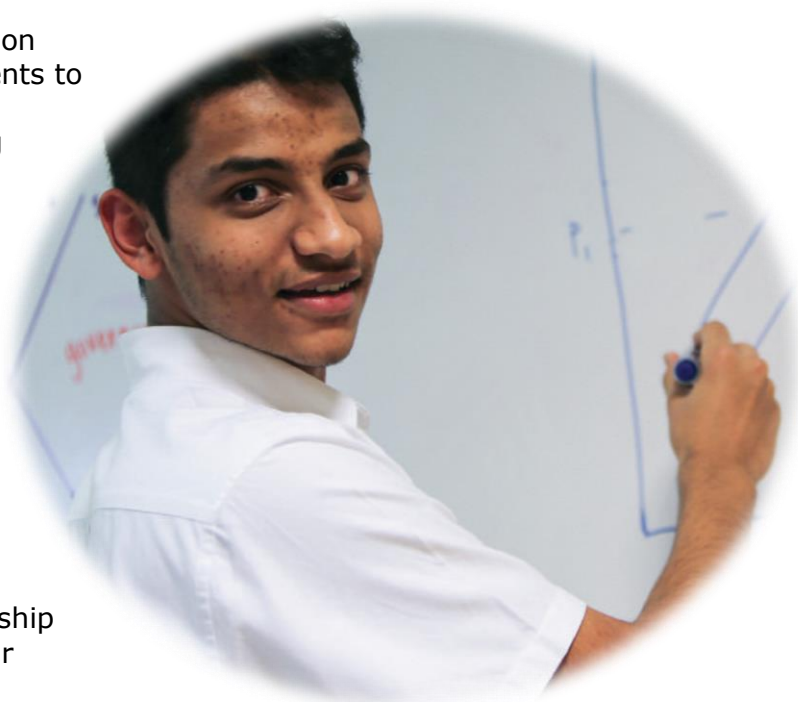
Including – Adelaide, Melbourne, Waikato (NZ), Lahore, Warsaw, Durban, Dubai, NYU (Abu Dhabi) European Business School (Germany), Seoul, Sydney.

University Applications

We know that it can be a very daunting process to apply for university courses. We will guide and support you throughout this process. Throughout the two years that you will be in the Sixth Form at SES, we will make sure that you and your parents fully understand the application process, from identifying which course you might want to study at university, to submitting the final application and beyond.

Some of the ways in which we will support you are:

- Interviews on entry to the Sixth Form to discuss your initial thoughts about your post-16 intentions
- University Application Information Evening – we will invite all parents to a presentation where we talk through the process of applying for university and guide students and parents through the process of identifying suitable institutions and courses
- Regular one-to-one meetings to discuss your application
- Support with writing a personal statement as part of your application
- Guidance on how to make your personal statement stand out from the crowd
- We will give you endless leadership opportunities to strengthen your skillset and your application



You will receive a highly personalised programme of support at SES – to us you are an individual and not just a part of a year group – and we tailor what we provide to what you need.

Applying for universities in the UK

Applications for most UK universities are done through UCAS (The University and Colleges Admissions Service). For applications to Oxford and Cambridge, applications are made direct to the university. The UCAS points tariff is set up to convert A level results into points for applying to a UK-based University.

When you apply for courses in the UK through UCAS, students generally apply for five different courses and list their choices in order of priority from highest to lowest. Universities normally stipulate certain entry requirements needed before applications can be considered. Sometimes this is course-dependent (for example, a student wishing to study Medicine will always need Biology and Chemistry, and a student wanting to study Architecture will need to have Maths & Physics). Universities will also stipulate the grades that students will need in order to be accepted.



Once you have applied, the university will come back to you with an offer, if your application has been successful. Previous SES offers have ranged from AAA to CC with the students applying for a range of different courses throughout the UK. In common with similar schools, our Year 12 students will choose to study three subjects at A Level. Universities will make offers based on predicted grades in three A Level subjects, or their points equivalent.

A Level Grade	A Level Points Value
A*	56
A	48
B	40
C	32
D	24
E	16

Unconditional Offers

Unconditional university offers are rare in the UK. They mean that the student has a guaranteed place based upon the strength of their application, regardless of their results. Over the past few years, we have managed to secure a pleasing number of unconditional places for our students.

Applying for universities in the USA

A Levels are an internationally recognised qualification. As such they are admissible as entry requirements for American Colleges. You can enter the American system after Y12 with AS exam grades. However, recent advice from our college contacts and alumni suggests that gaining a full A Level is more helpful. Completion of A Level gives you a

competitive advantage over the other applicants as your depth of study will be greater. Many of our students have been granted credits on their degree course and academic scholarships based on their A level studies. US Colleges have admissions tutors who convert GCSE and A levels reports, predictions and results into GPAs. We have found over the last few years that the course profiles are

consistent with the UK system and that our students meet the entry requirements for their chosen areas of study (including applications to Brown, Boston, Georgia Tech, University of Southern California, US Naval Academy, Harvard, CalTech and MIT).

We do not formally report on class ranking. However, if it is needed to support your application to the most competitive US institutions there is always a facility for us to outline their position in the year group; we will express this information honestly in application forms and letters of recommendation.

As with UCAS, we expect you to be proactive in your applications: doing research, organising SATs, completing application essays and investigating financial aid.

We will endeavour to guide you through this whilst producing the supporting evidence for your application (transcripts, letters of recommendation and reports).





ART, CRAFT & DESIGN (A Level)

Course Outline

Art & Design is an exciting and challenging subject that encourages creative expressive skills and aesthetic understanding. The aim of this course is to promote a broad based Art & Design experience; the course offers a rich varied experience and encourages individual creative development. You will have the opportunity to create work using a variety of Art & Design activities including drawing, painting, printmaking, textiles, 3D design, photography and digital manipulation. You will develop knowledge and understanding of the work of other artists through critical analysis.

Course Structure and Assessment

Component 1: Personal Investigation (60% of A Level)

Aims to give you the opportunity to pursue your own creative ideas and personal interests in a chosen area of art and design, building on the work and skills developed throughout the first year. As part of Component 1: Personal Investigation, students are required to produce a personal study: a piece of continuous prose of a minimum of 1000 words (and a maximum of 3000 words). The personal study can take any form but it must be presented as a separate outcome, and it should include a bibliography citing all references. Students are expected to use specialist and technical terminology.

Component 2: Externally Set Assignment (40% of A Level)

The Externally Set Assignment is set by Edexcel and the examination paper is available in February each year. The paper contains a broad theme and a variety of suggested starting points. Students can follow them closely, use them as a source of information or develop their own interpretation of the theme. In addition to preparatory studies, students are required to produce final outcome(s) in a 15-hour period of sustained focus (under examination conditions).

Career Prospects

Studying art equips you with a whole set of transferable skills both for life and for a wide range employment in art and design including; animation, art therapy, architecture, community arts, calligraphy, engineering design, fine artist, interior design, fashion, gallery curator, photography, illustration, art historian





BIOLOGY (A Level)

Course Outline

Biology is at the forefront of many of the most important and exciting current issues, whether it is the effect of global warming and environmental degradation on the planet's flora and fauna; our continuing fight against disease and pathogens; the search for novel life-forms on earth... and elsewhere, and indeed what "alive" means.

Studying A Level Biology will not only introduce you to many of the fundamental biological concepts that underpin the science, but also equip you with the knowledge and ability to question assumptions about the world around you and to take part in the debates surrounding these and many other scientific advances.

Course Structure and Assessment

There are 8 topic areas in the new A Level biology syllabus. They are:

1. Biological Molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environment
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

Component	Assessment	%
Paper 1 (Assessing any content from topics 1-4 including practical skills)	2 hour written examination	35
Paper 2 (Assessing any content from topics 5-8 including practical skills)	2 hour written examination	35
Paper 3 (Assessing any content from topics 1-8 including practical skills)	2 hour written examination	30

Career Prospects

Biotechnology, Biological Testing, Dentistry, Environmental Conservation, Forensic Science, Independent Research, Medicine, Midwifery, Marine Biology, Nursing, Physiotherapy, Sports Science, Teaching, Veterinary Medicine, and almost any other career.





BUSINESS (BTEC Level 3)

Course Outline (Compulsory for all students)

Studying a range of business aspects to understand how an organisation operates, students are encouraged to use an enquiring, critical and thoughtful approach to the study of business. **This course is 100% coursework.**

Course Structure and Assessment

On this course, students take a combination of compulsory and optional units.

Compulsory Units

Exploring Business: Learners study the purposes, features, structures and operating environments of business organisations, and examine the link between innovation and business survival.

Research and Plan a Marketing Campaign: Learners develop an understanding of how marketing research is conducted in order to plan a marketing campaign.

Optional Units

Students must complete at least 2 units of study depending on the size of the Unit (by Guided Learning Hours). Students can choose from over 20 Optional Units. These will be decided by the class teacher in conjunction with students on the course. Optional units include but are not limited to:

Human Resources / visual merchandising / digital marketing / team building / international business / work experience / health and safety / business and environmental sustainability.

Career Prospects

Traditional career paths include management consultancy, marketing, HR management and accountancy. For those individuals with the necessary desire to succeed, the opportunities for entrepreneurs are limitless.





CHEMISTRY (A Level)

Course Outline

Chemistry provides important understanding of our world and how it works. It is an extremely practical science that has a great impact upon our daily lives. New and better materials ranging from super-tough Kevlar fibers to medicines like Taxol (for cancer therapy) help improve our standard of living. This course provides an important tool to understand the world around us. You will build up a range of practical skills that require creativity and accuracy as well as developing a firm understanding of environmental and safety issues.

Course Structure and Assessment

Unit 1 covers the core principals of Physical Chemistry and allows students to develop the basic skills required throughout the course in addition to learning about Rates of Reaction, Energetics and the fundamental relationships connecting chemical equations and mass.

Unit 2 focuses on applications of Inorganic Chemistry. The students learn how different metals are extracted and purified from the earth. The unit also includes how biofuels are made and have the potential to reduce greenhouse emissions as well as the deleterious use of CFCs and the destruction of the ozone layer. In **Unit 3** the students learn the basics of Organic chemistry, systematically naming organic compounds and gaining an understanding of analytical techniques.

Practical skills will be covered in 12 compulsory practicals and will be assessed by examination

Assessment Criteria

Component	Assessment	%
Paper 1 – Physical & Inorganic Chemistry (incl. practical skills)	2 hour written examination	35
Paper 2 – Physical & Inorganic Chemistry (incl. practical skills)	2 hour written examination	35
Paper 3 (Assessing any content from topics 1-8 including practical skills)	2 hour written examination	30

Career Prospects

Chemistry leads on to a wide range of courses and careers. These include chemical engineering, medicine, veterinary medicine, biological sciences, environmental science, pharmacy, forensic science and dentistry.





COMPUTER SCIENCE (A Level)

Course Outline

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, that can look at the natural world through a digital prism. Computer Science values computational thinking, helping students to develop critical thinking skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

Course Structure & Assessment

Paper 1 - 40% of A Level (2 hrs and 30 minutes on-screen exam)

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Systematic approach to problem solving
- Theory of computation

Paper 2 - 40% of A Level (2 hours and 30 minutes written paper)

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of databases
- 'Big Data'
- Fundamentals of functional programming
- Systematic approach to problem solving

Non-Exam Assessment - 20% of total A Level

The non-exam assessment assesses candidate's ability to use the knowledge and skills gained throughout the course to solve or investigate a particular problem. Candidates are expected to follow a systematic approach to problem solving. The candidate's will undertake a project based on a programming solution of their choice. This is a challenging and exciting opportunity to demonstrate their skills with an idea that will be engaging and creative.

Career Prospects

The colossal growth of computing in the past few decades offers evidence of just how unpredictable an area it is. The scope for progression is considerable to say the least and it is easy to see why so many people want to be part of such an opportunity. When you commit to studying a subject the minimum you want is to know that your future is secure. Traditionally, computer science graduates would move into programming and software engineering. However, as the influence of computing continues to grow, graduates can also expect to be offered positions in other fields.





DESIGN & TECHNOLOGY (A Level)

Course Outline

A Level DT (Product Design) has evolved through consultation with design practitioners to offer a fresh approach to the dynamic worlds of Design and Technology. The course aims to develop students' knowledge and understanding of product design through a range of teaching and learning styles, focusing on research, analysis, product development, project planning and evaluation.

Course Structure

A-level Product Design requires students to engage in both practical and theoretical study. This specification requires students to cover design and technology skills and knowledge as set out below. These have been separated into:

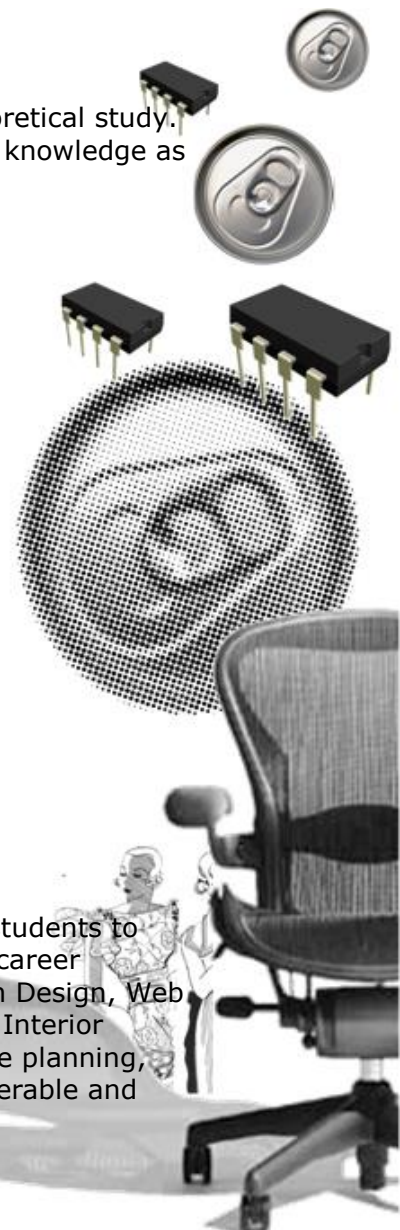
- Core technical principles
- Core designing and making principles
- Additional specialist knowledge

Assessment Criteria

Component	Assessment	%
Paper 1 Core technical, designing and making principles	2 hour written examination	25
Paper 2 Specialist knowledge, technical and designing and making principles.	2 hour written examination	25
Paper 3 Practical application of technical principles, designing and making principles and specialist knowledge.	Non-exam assessment	50

Career Prospects

Product design encompasses a wide range of design disciplines allowing the students to move on to further studies in many areas of creative activity. Possible direct career pathways include: Industrial Design, Product Design, Graphic Design, Fashion Design, Web Design, Architecture, Engineering (Mechanical and Electronic), Retail Design, Interior Design, Automotive Design, Service Design, Architecture and many more. The planning, decision-making and communication skills gained are considered to be transferable and valuable in almost every other profession.





DRAMA & THEATRE (A Level)

Course Outline

The course allows students to develop and apply an informed analytical framework for making, performing, interpreting and understanding Drama and Theatre. It allows students to understand the relevant theoretical research involved in creating theatre. Students will develop an understanding and appreciation of how social, cultural and historical contexts have influenced Drama and Theatre as well as the practices of twenty-first century theatre making. They will experience a range of opportunities to create theatre from a range of both published texts and devised work and experience this as both theatre maker and audience. Finally, students will evaluate their own work closely as well as the work of others.

Course Structure and Assessment

Component 1 - Devising (40%)

Students will devise a piece based on an extract and stimulus from a theatre practitioner as stimulus. This is internally assessed and externally moderated through a portfolio of work and a recording of the final performance.

Component 2 - Text in Performance (20%)

Students will explore a complete set text practically as well as complete a live theatre evaluation. This is an externally examined unit with a visitor examiner in attendance for the final performances.

Component 3 - Theatre Makers in Practice 40%

Students will explore a complete set text focusing on how it could be realised in performance. They will explore another set text in light of a chosen practitioner whilst considering how the text could be reimaged for a contemporary audience. They will also complete a live theatre evaluation. This is an examined unit with an exam paper of 2 hours and 30 minutes.

Career Prospects

A-level Drama and Theatre Studies is useful for students considering Higher Education in any arts or humanities subject including English Language and Literature, Journalism, Dance, Music, Art and Design, and Media Studies.

"The word theatre comes from the Greeks. It means 'the seeing place'. It is the place people come to see the truth about life and the social situation." - Stella Adler





ECONOMICS (A Level)

Course Outline

Economics how businesses and governments can influence decision making. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms. An economic way of thinking can help you make better choices.

Course Structure

Year 12

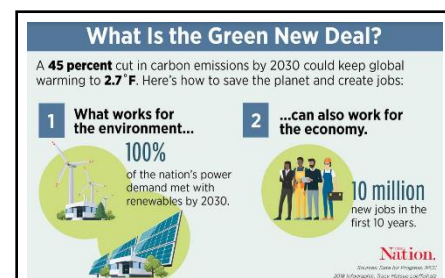
In **Theme 1 (Microeconomics)** you will be introduced to the nature of economics, how markets work and why they fail. In **Theme 2 (Macroeconomics)** you will also consider the role of government within the functioning of the UK economy, looking into domestic government policies and evaluating the magnitude of their impact on different stakeholders over time.

Year 13

In **Theme 3 (Microeconomics)** you will explore how businesses grow and compete, the labour market and how the government intervenes to make markets work better AKA the Theory of the Firm. In **Theme 4 (Macroeconomics)** you will also explore international trade, inequality within and between countries, emerging and developing economies, and the public finances. This is perhaps more prominent in people's minds than ever following the Brexit vote and its as yet unknown consequences. We will analyse the impact of this and other decisions as they happen. You will also have an opportunity to consider the role and impact of the financial sector.

Career Prospects

Studying economics will help you develop transferable skills that will prepare you for studying at university or moving into the world of work. These include skills in data interpretation and essay writing. Suitable higher education courses include economics degrees or degrees in applied economics such as environmental economics, labour economics, public sector economics or monetary economics. You might choose to study business economics, econometrics or a business and management degree.





ENGLISH LITERATURE (A Level)

Course Outline

The A-level English Literature course aims to build on the knowledge, understanding and skills established at GCSE. At A-Level, there is a distinct philosophy which focuses on different ways of reading and on the connections which exist between texts. The study of texts diachronically (across a very broad time period) is at the centre of the specification. Various texts are offered as options across time, period and genre making this course current and an appropriate gateway to degree-level literature. Students learn to connect and interpret texts in multiple ways in order to arrive at their own interpretations and become confident, autonomous readers.

Course Structure & Assessment

Unit 1: Drama (2¼ hr examination)

Students explore aspects of the form of drama through two plays. Using a study of set texts and wider critical reading, students will explore the generic conventions of tragedy drama.

There are two set texts for study: 'Othello' by William Shakespeare (supported with a critical anthology provided by Edexcel) and 'A Streetcar Named Desire' by Tennessee Williams.

Unit 2: Prose (1¼ hr examination)

Students will explore aspects of prose through two texts connected through a theme: Science and Society; Women and Society or The Supernatural. Students study two novels one of which will be a pre-1900 text and will be expected to make comparisons between them.

Unit 3: Poetry (2¼ hr examination)

Students will consider the concerns and choices of modern-day poets and develop a depth of knowledge about poetic style by studying a collection of work from either a named poet or a poetic movement. They will also be expected to analyse an unseen poem. There are two set texts for study: 'Post-2000 poetry: Poems of the Decade' and either 'The Metaphysical Poets' or the poetry of Christina Rossetti.

Unit 4: Independent Critical Study (2,500-3000 words coursework)

This area of the course provides a challenging and wide-ranging opportunity for independent study. Students have free choice from a range of prose, poetry, drama or literary non-fiction for comparison. Selected texts may be linked by theme, movement, author or period.

Career Prospects

Successful English candidates are likely to aim towards further study or careers in: media (TV / film) or journalism; advertising or copywriting; public relations; drama or theatre; writing; publishing etc. An English qualification is also an established route into law. There are, in fact, few careers where enhanced communication skills would not be highly valued; all successful business people, politicians and leaders need to be excellent communicators.





FRENCH (A Level)

Course Outline

French at A level is designed to enable students to enhance their knowledge and understanding of the French language, the culture of France and other Francophone countries. Students not only build upon the four traditional skills (aural, oral, reading and writing) developed during the GCSE French course but also acquire practical and valuable, transferable study skills. Independent research is a main course requirement in addition to a passion for languages.

Course Structure and Assessment

The course features familiar and engaging themes as well as some new content with clear links to some fundamental aspects of the culture of France and French speaking communities. It also offers a rich choice of literary texts and films, both contemporary and classical titles. Students apply their knowledge to give critical responses in their writing and speaking.

Theme 1: Les changements dans la société française

Theme 2: La culture politique et artistique dans les pays francophones

Theme 3: L'immigration et la société multiculturelle française

Theme 4: L'Occupation et la Résistance

Assessment Criteria

	Unit Content	Unit Assessment
Paper 1	Listening, Reading and Translation	Translation into English
Paper 2	Written response to works and translation	Translation into French- 2 essays
Paper 3	Speaking	Stimulus card / Presentation and discussion of independent research project

Career Prospects

Languages combine particularly well with subjects such as Economics or Law and can lead to study programmes abroad. With a definite demand for professional competence in a modern foreign language, A Level language qualifications become a valuable asset when applying to university courses or positions in international organisations.





FURTHER MATHEMATICS (A Level)

Course Outline

This course is intended for high ability students who have achieved, or are likely to achieve, a high grade in the A Level Mathematics examination. The A Level Further Mathematics syllabus enables students to extend their mathematical skills, knowledge and understanding developed in the A Level Mathematics course.

Course Structure and Assessment

AS Further Mathematics

Consists of one Core Pure Mathematics book and two Applied books which are selected from a list of options: Further Pure, Statistics, Decision Maths or Mechanics.

AS Assessment

Each paper is a 1 hour and 40 minutes written examination

Paper 1: Core Pure Mathematics (*Paper code: 8FM0/01) 50% of the qualification, 80 marks

Paper 2: Further Mathematics Options (*Paper codes: 8FM0/2A-2K) 50% of the qualification, 80 marks

A Level Further Mathematics

Consists of two **Core Pure Mathematics** books and two **Applied** books which are selected from a list of **options**: Further Pure, Statistics, Decision Maths or Mechanics.

A Level Assessment

Each paper is: 1 hour and 30 minutes written examination

Paper 1: Core Pure Mathematics 1 (*Paper code: 9FM0/01) 25% of the qualification, 75 marks

Paper 2: Core Pure Mathematics 2 (*Paper code: 9FM0/02) 25% of the qualification, 75 marks

Paper 3: Further Mathematics Option 1 (*Paper codes: 9FM0/3A-3D) 25% of the qualification, 75 marks

Paper 4: Further Mathematics Option 2 (*Paper codes: 9FM0/4A-4G) 25% of the qualification, 75 marks

Career Prospects

If you really enjoy Maths, you might consider taking Further Maths at AS or A-level. You don't need to study Further Maths to get a place to study Mathematics at University but extra study is always an advantage, it gives you an excellent grounding in the subject and can also be fun! Some universities may require Further Maths, so make sure you are aware of the entry qualifications when choosing a university and course.





GEOGRAPHY (A Level)

Course Outline

Contemporary themes are at the core of the A Level Geography Syllabus where students are encouraged to develop and secure enquiry, decision making and analytical skills. Mitigation or Adaptive Strategies in light of climate change - what is optimal for the economy? World without Borders - Dream or Delirium? Regeneration for all? The issues based approach is far reaching as students explore consequences of globalisation, response to hazards, water insecurity and carbon sequestration. The course gives students the opportunity to devise an in-depth study and become reflective and independent learners.

Course Structure

Year 12

Area of Study 1 - Dynamic Landscapes: Topic 1- Tectonic Processes and Hazards; Topic 2 – Landscape Systems, Processes and Change – Coastal Geography

Area of Study 2 - Dynamic Places: Topic 3 - Globalisation; Topic 4 – Shaping Places – Regenerating Places

Year 13

Area of Study 3 – Physical Systems and Sustainability: Topic 5 – The Water Cycle and Water Insecurity; Topic 6 – The Carbon Cycle and Energy Security; Topic 7 – Superpowers

Area of Study 4 – Human Systems and Geopolitics: Topic 8 – Global Development and Connections (Health, Human Rights and Intervention or Migration, Identity and Sovereignty)

Assessment

Non Examination assessment - Independent Fieldwork Investigation

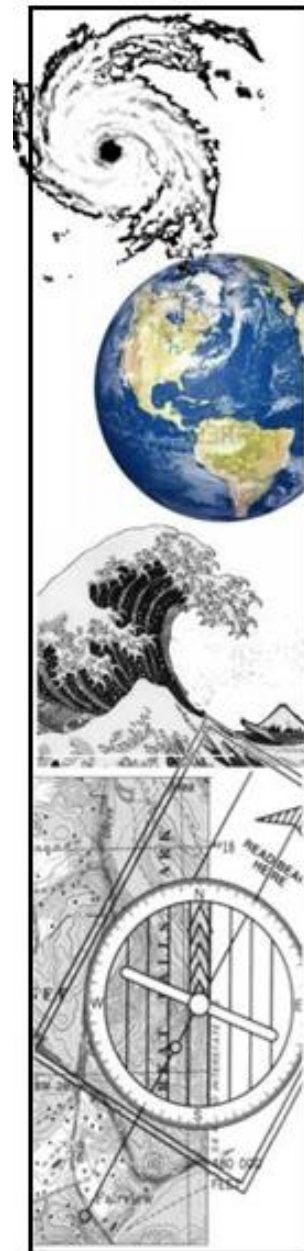
The student defines a question or issue for investigation relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification and entails a 4 day fieldtrip to conduct and satisfy that investigation.

Synoptic Paper (20% of the overall qualification externally assessed)

The specification contains three synoptic themes within the compulsory content. Players, Attitudes and Actions, Futures and Uncertainties

Career Prospects

Understanding current local, national and international issues prepares those studying geography for a wide range of career pathways. Geography has seen students embark upon University careers in fields such as Law, Town Planning, Geosciences, Sustainable Futures, Macroeconomics, Surveying, Oceanography and Politics.





HISTORY (A Level)

Course Outline

The course offers a wide and stimulating choice of content including British, European and World history, covering areas such as Mao's China, Communist Russia and Tudor Rebellions. There are four units, two to be completed in each year of the course. Coursework is a feature of A2 and the specification offers a choice of question in every unit.

Course Structure & Assessment

Unit 1: Breadth Study with interpretations. Option E – Russia, 1917-91: from Lenin to Yeltsin. Written examination, 30%

Students will explore the key political, social and economic features of communist rule in Russia, an era that saw its authority and influence rise to the status of a superpower, only to diminish and decline later in the century.

Unit 2: Depth Study. Option E.1 - Mao's China, 1949-76. Written examination, 20%

Students study the impact of Mao Zedong's policies on the lives of the Chinese people, and Mao's role in driving dramatic political, social and economic changes. The aftershocks of these changes are still being felt today as China emerges as a great economic and political power.

Unit 3: Themes in breadth with aspects in depth. Option 31 : Rebellion and Disorder under the Tudors 1485 – 1603 30%

This option comprises two parts: the aspects in breadth focus on long-term changes and contextualises the aspects in depth, which focus in detail on key episodes. Together, the breadth and depth topics explore the nature of rebellion and disorder under the Tudors and the way the various challenges were met; the nature of change in government over the period and the changing relationship between the Crown and key sections of society. The option enables students to explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen.

Unit 4: Historical Enquiry. Internally assessed coursework, 1 extended 4000 word essay, 20%

Students will carry out an independent enquiry looking at a historical controversy.

Career Prospects

The study of history sharpens logical, critical, and analytic thinking; providing young people with opportunities to develop a variety of skills that will contribute to their employability, whatever their chosen career. The transferable skills, abilities and attitudes to independent learning developed through the study of history make young people attractive to employers.





MATHEMATICS (A Level)

Course Outline

The Edexcel A Level Mathematics course has been designed to encourage students to develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment. Throughout this course, students will greatly extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems. They will develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected. Also, they will develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general.

Course Structure & Assessment

AS Level

Consists of 1 Pure Maths book and 1 Applied Maths book, covering Statistics and Mechanics. In Pure Maths the topics include; Algebraic Expressions, Quadratics, Circle Geometry, Logarithms, Vectors, Calculus and Trigonometry.

AS Assessment

Paper 1: Pure Mathematics (*Paper code: 8MA0/01) 2 hours, 62.5% of the qualification, 100 marks

Paper 2: Statistics and Mechanics (*Paper code: 8MA0/02) 1 hour 15 minutes, 37.5% of the qualification, 60 marks

A Level

Consists of 2 Pure Maths books and 2 Applied Maths books, covering Statistics and Mechanics. In Pure Maths we build on the topics from AS and introduce Parametric Equations, Series and Numerical Methods.

A Level Assessment

Each paper is a 2-hour written examination

Paper 1: Pure Mathematics 1 (*Paper code: 9MA0/01) 33.33% of the qualification, 100 marks

Paper 2: Pure Mathematics 2 (*Paper code: 9MA0/02) 33.33% of the qualification, 100 marks

Paper 3: Statistics and Mechanics (*Paper code: 9MA0/03) 33.33% of the qualification, 100 marks

Career Prospects

This core subject is highly valued by most employers and is often required for entry to further or higher education. Possible careers are: pilot, accountant, commercial analyst, air traffic controller, economist, architect, banker, stockbroker, engineer, financial consultant, surveyor, mathematician.





MUSIC (A Level)

Course Outline

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. That's why we offer a relevant and contemporary A-Level qualification that offers students the chance to study a wide range of musical genres. Our A-Level brings listening, performance and composition to life in new and engaging ways, and links to the world around us.

Course Structure and Assessment

Performing

Students must be able to perform music using one or both of the following ways:-

- 1) Instrumental/vocal - as a soloist and/or as part of an ensemble
- 2) Production - via music technology

Students must perform for a minimum of ten minutes and this is 35% of the overall mark.

Composition

Students learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions. One must be in response to an externally set brief (composition 1) and the other must be a free composition (composition 2). The combined duration of the compositions must be a minimum of four and half minutes and this is 25% of your overall mark.

Listening & Appraising

The areas of study provide an appropriate focus to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. The areas of study can also provide a rich source of material for students to work with when discussing performance and composition skills.

There are seven areas of study:

- 1 Western Classical tradition 1650-1910; 2 Pop Music; 3 Music for Media; 4 Music for Theatre; 5 Jazz; 6 Contemporary traditional music; 7 Art Music since 1910.

Students must study Area of Study 1 and choose two from Areas of Study 2-7 The Listening exam is 40% of your overall mark

Career Prospects

The full A Level course is excellent preparation for higher education courses leading to a professional performance or teaching of music. It also offers a broad and satisfying experience for those who are generally interested in artistic areas of study





PHYSICS (A Level)

Course Outline

Physics is concerned with the discovery and characterisation of the universal laws which govern matter, energy, space and time. Doing physics A2 Level at SES will let you find out: what happens when a star dies, why a nuclear power station cannot explode like a bomb, what a black hole actually is, what a quasar and pulsar look like up close, how radioactive decay affects the body, how a fridge works and much more.

Course Structure

There are 8 core topic areas in the new A Level physics syllabus. They are:

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity.
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics.

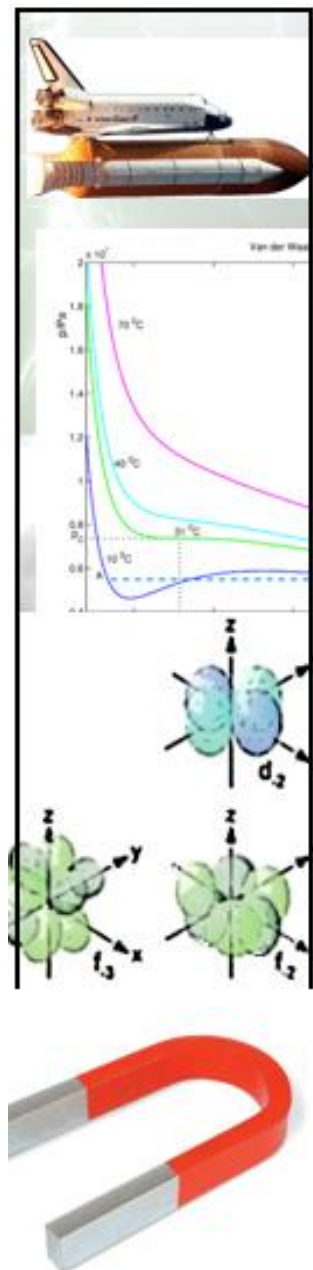
The optional topics are Astrophysics, Medical physics, Engineering physics, Turning Points in Physics & Electronics

Assessment Criteria

Component	Assessment	%
Paper 1 (Assessing any content from topics 1-5 including periodic motion)	2 hour written examination	35
Paper 2 (Assessing content from topics 6,2,7 -8 including practical skills)	2 hour written examination	35
Paper 3 A: Practical skills & data analysis B: Optional topic	2 hour written examination	30

Career Prospects

Accountant, Air traffic controller, Astronaut, Banker, Barrister, Civil Servant, Computer programmer, Defence specialist, Engineer, Geologist, Musical instrument designer, Pilot, Physicist, Politician, Lawyer, Meteorologist, Stockbroker, Teacher and almost any other career.





PSYCHOLOGY (A Level)

Course Outline

Psychology is the 'scientific study of the mind and behaviour', and the A Level offers an introduction to six 'core' areas of the discipline. **Social Psychology** focuses on the social interactions people have with each other. We function fully as people in the company of, and with the help of, others. Amongst other issues, this course explains why we conform and why we are likely to obey authority figures. **Cognitive Psychology** looks at how we perceive and interpret the world around us. Cognitive psychologists are interested in 'thinking' and are therefore concerned with internal mental processes, and how those processes are involved in the development of behaviours such as perception and intelligence. One of the most important topics is memory. **Developmental Psychology** considers how people develop and change from before they are born, throughout their lives. At A Level, the focus is on the development of an infant's attachment to a primary care giver, and the problems that occur when this does not happen. Psychologists interested in **Psychopathology** study the causes of mental disorders, such as OCD, Phobias and Schizophrenia. If we can understand what causes these disorders, then we can hopefully develop ways of treating them, so psychopathologists are also interested in therapies. **Biological Psychology** looks at the role of evolutionary forces and genetics in behaviour. It investigates how the nervous system and hormones work, how the brain functions, and how changes in these can affect behaviour.

Assessment Criteria

A Level Psychology is a linear subject, assessed at the end of two years of study. The AQA examination board uses three examinations to assess you. Each of these exams comprises a number of short questions, essay questions and scenarios to which you are required to apply your knowledge.

Paper 1: Introductory Topics in Psychology (Social Influence, Memory, Attachment, and Psychopathology).

Paper 2: Psychology in Context (Approaches in Psychology, Research Methods and Biopsychology).

Paper 3: Issues and Options in Psychology (Section A is a compulsory section on Issues and Debates in Psychology. Sections B, C, D each contain questions on the in-depth option topics you've studied (e.g. Relationships, Eating Behaviours, Forensic Psychology))

Career Prospects

A degree in Psychology does not require you to have studied Psychology A Level. However, many courses ask for a science subject, of which Psychology is one. A Level Psychology will provide you with the skills required of an undergraduate - an inquiring mind and the ability to use scientific research findings to support and challenge various claims about why people behave the way that they do.



SPORTS (BTEC Level 3)

Course Outline

BTEC Sport is the study of how the healthy human body works during exercise, and how sport and physical activity promote health, physically, mentally and socially. The study of sport science incorporates many other academic studies and areas, like physiology, psychology, anatomy, engineering and chemistry.

Course Structure

Students will study a range of units including the mandatory unit - Health, Wellbeing and Sport and specialist units such as Sports Psychology, Sports Injuries Management, Nutrition for Performance and Organising Events. Students will be assessed using a variety of assignments based on real world scenarios. The assignments require students to apply their in-depth knowledge and understanding but also give the students an opportunity to develop skills such as time management, research, communication, problem solving and critical analysis among others. These skills are highly sought after by universities and employers and the method of study on a BTEC accurately mimics that which students will experience at university.

Assessment Criteria

All assessment is completed via coursework and will normally consist of 2/3 assignment per unit which will take place over the course of the school year. All assignments are graded as either Pass, Merit or Distinction level and students will have the opportunity to resubmit their assignments in order to improve their grade. This programme has no exams which helps to relieve pressure during the A Level exam period and also allows students to focus their revision on fewer subjects.

Career Prospects

Studying Sport Science equips students with a range of cognitive and interpersonal transferable skills including communication, research, data analysis and critical thinking. These skills are excellent preparation for university study and for a wide range of employment opportunities including the following:

Physiotherapist, Strength and Conditioning Coach, Sports Therapist, Sport Scientist, Sport Medicine, Dietician/Nutritionist, Teaching, Sporting Event Management, Sports Marketing, Osteopathy.



Choosing Your Options

You will choose three A Level courses, three BTEC courses, or a combination of both A Level and BTEC courses, to follow in the Sixth Form. In addition, all students follow a Life Management Skills (LMS) programme. This is a varied course that complements your other subjects, helping you to think critically, logically and constructively about significant issues.

This meets the Key Skills requirements for British Universities. Outside speakers will be invited to talk to the Sixth Form on a variety of topics, ranging from political and environmental issues, to career and life experiences, gap year opportunities, and life at university. Throughout the Sixth Form you will also have the chance to enjoy a variety of extra-curricular opportunities.

Dropping down from eight or more subjects to three subjects can present a difficult choice, and there is also the option of taking up completely new subjects. It is quite likely that you have no clear idea what you want to do for a future career, or even what you might want to study at university. Hence, having to make decisions can be a worrying process. However, this is very common, and there are some general ground rules to follow.

Firstly, try to choose subjects that you enjoy, and that you want to explore further – if you are finding a subject too difficult now you are unlikely to enjoy it at A Level or BTEC. You can decide to carry on with a subject even if you don't shine at it particularly, but you must be realistic; a Grade 6 at GCSE does not automatically translate into a Grade B at A Level or Merit in BTEC.


Study the course structure and content for each subject, then discuss these further with your teachers. Make sure you understand what the course involves – again talk to subject staff, and find out as much as you can about the skills required.

Clearly, if you want to pursue a scientific, medical or paramedical career you will need to take some science subjects, for instance Chemistry is essential in medicine.

For entry to most other career areas or university courses there are no hard and fast rules. For example, subjects such as History and English where you are researching, evaluating and weighing arguments on paper are considered a good foundation for law. A language can be a useful attribute in many careers such as business or management. However, there is no point in choosing subjects because you think they will be useful if you can get better grades and more satisfaction studying something else.

You should not feel pressured into taking subjects you don't want to study, or that you don't feel confident about. You should remember that it is you will be studying the course, and taking examinations at the end of it, so it really must be a personal choice.

Choose two subjects that complement each other to some extent (e.g. English and History, Mathematics and Physics, Business Studies and a language). The third subject might also be complementary, or might provide a contrast.



Don't worry that some A Levels might be seen as 'better' than others – at the end of the day you are likely to be made a conditional offer by a university such as 'ABB' in three A Level subjects, or points equivalent. This is based on your suitability for the course, your 'personal statement' and the school's reference about you. It is worth remembering GCSEs are used by many universities as a part of their selection process, so it's important to work hard now to get the best grades possible.

If you have a particular degree course or university in mind then it is worth researching to find the detailed entry criteria. This can be accessed through the establishment's website, through UCAS/Collegeboard or by contacting the admissions tutors directly.

What if I want to choose 4 A Levels?

In the British system of education that we follow, it is normal for students to study 3 subjects at A Level or BTEC Level 3. In exceptional circumstances we may allow students to take a fourth A Level option, but this will only be agreed following discussions with both parents and students and if we feel it is the right course of action for the student concerned.

You can only choose Further Maths as a fourth A Level option if you have chosen Mathematics as one of your three A Level choices.

Options Blocks

The subjects will be arranged in option blocks (for timetabling purposes). These blocks will be designed in accordance with the needs of the cohort.

You may not choose Business and Economics together - based upon university admission guidance.

Arabic & Islamic Studies

All Muslim students must take Islamic Studies in Year 12.

Arabic is an optional subject from Year 10 upwards, but if any student intends to study at a UAE university they will need to have studied Arabic up to and including Year 12.

Both Arabic & Islamic Studies are offered in addition to the student's 3 A Level or BTEC L3 subject choices. We do not offer Arabic as an A Level option.

What next?

Sixth Form Open Evening

Further information will be available at the Sixth Form Online Open Evening on Wednesday 24th February. This event starts at 3:30pm and will give parents an opportunity to hear about the application process and why you should study at Sharjah English School. Parents and students will also be able to discuss each subject we offer with our Heads of Subject.

The Application Process

Following the Sixth Form Online Open Evening, parents will be sent an online options choice form. We encourage students and their parents to look through all of the subjects that we offer and determine the best combination of courses to suit your university and career aspirations.

Once you have decided on your choice of courses, please complete the online form by Thursday 4th March. We will then compile the options blocks and ask you to confirm your final Sixth Form options choices by 18th April.

Following the publication of your final examination results in August, you will be asked to attend an interview with the Director of Sixth Form. If you have met the criteria for entry to your chosen pathway, we will confirm that you can begin those courses. If you have not met the entry criteria for some or all of your subject choices, you will be able to select a different programme of study based on the grades you have achieved in your GCSE, IGCSE or BTEC L2 qualifications.

Sixth Form Enquiries

For any enquiries about the Sixth Form at Sharjah English School, please email us at:

sixthform@sharjahenglishschool.org

