SIXTH FORM

SUBJECTS

DESS

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ARABIC

KEY FACTS
Examining Board: Edexcel

Syllabus/Code: YAA01

COURSE SUMMARY

Students are required to study two works from a prescribed list of texts; summarise information from spoken and written sources in writing; develop independent research skills; undertake a task integrating the skills of listening, reading and writing; translate from and into Arabic.

Students will be required to develop as independent researchers through the study of language. Students are required to understand social, political and cultural themes, relating to the Arabic language, culture and communities. This will enable students to gain a deeper understanding of the culture related to their language of study and ensure smooth progression to further study.

They will study four themes:
Theme 1: Changes in Arab society
Theme 2: Artistic culture in the Arab world
Theme 3: Work and citizenship in the Arab world
Theme 4: Political culture in the Arab worl

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Studying Arabic will give students the opportunity to learn how to communicate in Arabic in Dubai, the UAE and the other Arabic countries. Students will also learn more about the Arabic civilisation and culture. Choosing GCE Arabic will also provide students with the chance to develop their language skills and improve their written skills.

WHY CHOOSE ARABIC?

Developed in consultation with practitioners and students, the A level in Arabic qualification rewards A level Arabic language skills and knowledge through student focused assessment. With appealing content and opportunities to gain greater understanding of other cultures, it will prepare students to became well informed and effective communicators in the Arabic language.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Unit 1	Further Pure 1	25
Unit 2	Further Pure 2	25
Unit 3	Option 1	25
Unit 4	Option 2	25

ART: FINE ART

KEY FACTS
Examining Board: Edexcel

Syllabus/Code: 9FA0

COURSE SUMMARY

A level Fine Art is taught as a linear two-year course. During the course you will have the opportunity to develop personally driven projects under the guidance of your teachers. For each project, you will be expected to complete comprehensive research work, recording and developing your ideas, exploring media, refining your skills and linking your ideas to other artists and designers. You will be introduced to a range of media in order to explore your strengths and preferences. There are a wide range of media options that you may choose to work in, such as painting, printing, sculpture, textiles and photography. The main aim of the course is to develop your visual language skills and conceptual awareness towards presenting in a final exhibition.

A level Art is divided into distinct phases:
Foundation Project: From September to December of Year 12, students will work on a 'foundation project'. This is designed to aid a smooth transition from GCSE to A level. This project can also contribute to the coursework component if completed to an advanced standard.
Unit 1 (NEA): From January in Year 12 students will work on the main NEA unit 1. This component will be assessed by your teachers and the feedback should provide an opportunity to refine the work further. For A level Fine Art, this unit makes up 60% of the overall grade. Please note that the A level art unit 1 also contains an academic written study of between 1000–3000 words, consisting of in-depth artist research. This constitutes 12% of the total qualification.
Unit 2 (NEA) Externally Set Assignment: From February of Year 13, A level students will work on a new project, the externally set assignment (ESA). For this you will have eight weeks of preparation followed by an examination. The theme for this project is normally broad and set by the examination board. There is a 15-hour timed test for A level students in Term 3 of Year 13.

For all units, students will complete research book work and large-scale work for exhibition.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

If you intend to train for any kind of creative or design-based career you should elect Art as one of your GCE A level choices. Art A level is a traditional requirement for Architecture, and students wishing to undertake an Architecture degree should consider art along with Maths and/or Physics.

Key careers include:
- Architecture, interior design, public planning
- Design: graphics, illustration, media, journalism, products, industrial
- Fashion: design, textiles, merchandising, shoe design, millenary
- Education: teacher, lecturer, curation, community worker, arts based therapy, conservation
- Lens based media: film, photography, photo-journalism, animation, games design
- Theatre set design, costume design, makeup for film, special effects

WHY CHOOSE ART?

You may be intending to progress into a creative career and, therefore you should consider studying art at GCE level. Alternatively, if you just enjoy being creative and wish to continue with art for pleasure, it can make an ideal compliment to your other subjects. It is expected that you would have studied Art GCSE to a good level to be able to undertake the A level program. Art encourages students to put into practice theory learnt in some of their other subjects. Creative thinking and problem solving are invaluable transferable skills for any career. Visual literacy is becoming an increasingly important skill in today's high-tech world. Business now relies heavily on high speed communication and so visual imagery is becoming increasingly important. Being able to interpret visual messages and learning how to use the visual elements to aid your communication, is a major benefit to all students. In Dubai, design-based jobs are being promoted as a part of the national economic agenda.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Component 1	Personal Investigation	60
Component 2	Externally Set Assignment & 15 hours sustained working	40

BIOLOGY

KEY FACTS
Examining Board: Oxford International AQA

Syllabus/Code: 9610

COURSE SUMMARY

Biology is the study of living organisms and the environment. During the A Level course, students will study a range of topics outlined below.

The course is intended to stimulate the enthusiasm of students from the start. It emphasises the way in which Biologists work and the contributions of Biology to society.

Some of the topics covered:

1. Biological molecules – including carbohydrates, proteins, enzymes, and the structure of DNA.
2. Cells – including the structure of prokaryotes and eukaryotes, DNA replication and mitosis, cell recognition and the immune system.
3. Biochemical reactions and transport including digestion and absorption, the Biochemistry of the foods we eat, mass transport and gas exchange.
4. Genetic information, variation and relationships between organisms – including DNA, genes and chromosomes, DNA and protein synthesis, genetic diversity and adaptation.
5. Energy and ecosystems - including the processes of photosynthesis, respiration, energy transfer and nutrient cycles.
6. Response to stimuli – including the nervous system, muscles and homeostasis.
7. Genetics, populations and evolution - including inheritance, succession and evolution.
8. The control of gene expression – including transcription, translation, stem cells and genetic technologies.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

- Pharmaceutical
- Education
- Scientific/Academic Research
- Biotechnology
- Environmental Science
- Microbiology
- Nanotechnology
- Marine Biology
- Communication, through report writing and presentations
- Teamworking and collaboration, through group projects and investigations
- The ability to work independently
- Numeracy and maths
- Research and data analysis

WHY CHOOSE BIOLOGY?

The Biology A Level course is designed specifically to encourage candidates to develop:

- Practical skills alongside understanding of concepts and principles
- In-depth knowledge and understanding of the principles of Biology

ASSESSMENT

There is no coursework on this course. However, there are ten required practical's throughout the course and performance during these practical's will be assessed. The course is modular, with Units 1 and 2 exams sat at the end of Year 12 and Units 3, 4 and 5 exams sat at the end of Year 13.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	Examination (Unit 1, 75 marks)	20
Paper 2	Examination (Unit 2, 75 marks)	20
Paper 3	Examination (Unit 3, 75 marks)	20
Paper 4	Examination (Unit 4, 75 marks)	20
Paper 5	Examination (Unit 5, 75 marks)	20

AS BUSINESS

KEY FACTS
Examining Board: Pearson Edexcel

Syllabus/Code: XBS11

COURSE SUMMARY

Why do some businesses succeed while others struggle? AS Business introduces students to the choices behind the brands, products and services they encounter every day. Students explore how businesses attract customers, organise their workforce and manage their resources.

Through business examples and discussion, students learn to explain the effects of decisions and weigh up alternative courses of action.

Year 12 covers marketing, employees and entrepreneurship, alongside finance, operations and the external business environment.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Students practise interpreting information, using numerical evidence, building arguments and reaching justified conclusions. These skills are valuable for further study and for work across a wide range of organisations.

The subject provides a useful foundation for interests in management, marketing, finance, human resources and entrepreneurship.

WHY CHOOSE BUSINESS?

Business brings classroom ideas into everyday life. It suits students who are curious about how organisations work, enjoy discussing current business stories and want to understand the reasoning behind commercial decisions.

Both papers are written examinations lasting 2 hours, each worth 80 marks. There is no coursework.
The AS can be awarded separately. These two units also contribute 50% of the full International A Level.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	Examination (Unit 1: Marketing and people WBS11/01)	50
Paper 2	Examination (Unit 2: Managing business activities WBS12/01)	50

BUSINESS

KEY FACTS
Examining Board: Pearson Edexcel

Syllabus/Code: YBS11

COURSE SUMMARY

Business encourages students to think like decision makers. They consider how organisations respond to opportunities, competition and change, and develop arguments about which choices are most likely to achieve business objectives.

Year 12 establishes the foundations through Units 1 and 2. In Year 13, students progress to strategy, growth, business performance and international markets through Units 3 and 4.

Students explore questions such as whether a business should expand, how it can respond to competitors and what it should consider before entering a new country.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Students strengthen their ability to analyse evidence, compare alternatives and defend recommendations. They develop commercial awareness and confidence in working with both written and numerical information.

Business can support progression towards degrees and careers in management, marketing, accounting, finance, human resources and international business, as well as an interest in starting an enterprise.

WHY CHOOSE BUSINESS STUDIES?

The course helps students look beyond a headline or a familiar brand and question how decisions are made. It is particularly suited to students who enjoy applying ideas to practical situations and recognise that the best decision often depends on the circumstances.

All four units count towards the final qualification. Each is a 2-hour written examination worth 80 marks; there is no coursework.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1 (Year 12)	Examination (Unit 1: Marketing and people WBS11/01)	25
Paper 2 (Year 12)	Examination (Unit 2: Managing business activities WBS12/01)	25
Paper 3 (Year 13)	Examination (Unit 3: Business decisions and strategy WBS13/01)	25
Paper 4 (Year 13)	Examination (Unit 4: Global business WBS14/01)	25

CHEMISTRY

KEY FACTS
Examining Board: Oxford International AQA

Syllabus/Code: 9620

COURSE SUMMARY

Chemistry is the study of the composition, properties and behaviour of matter. During their AS and A2 level course, students will study a range of topics outlined below. The course is designed to allow students to gain hands-on practical and data analysis skills.

Students are encouraged to raise questions, investigate them and develop conclusions based on firm scientific evidence. Students will develop an enthusiasm for Chemistry and appreciate its relevance beyond the laboratory.

Some of the topics covered:
- Structure of the atom
- Amount of substance
- Organic Chemistry and Reaction Mechanisms
- Energetics and Kinetics
- Environmental Chemistry
- Analytical Techniques such as NMR, IR and Mass Spectrometry
- Acids and Bases
- Polymers
- Amino Acids
- Organic Synthesis Routes

CAREER PATHWAYS/KEY SKILLS DEVELOPED

- Medicine
- Veterinary Science
- Dentistry
- Pharmacology
- Engineering
- Biochemistry

WHY CHOOSE CHEMISTRY?

Chemistry GCE course is designed specifically to encourage candidates to develop:
- Practical skills alongside understanding of concepts and principles
- In-depth knowledge and understanding of the principles of Chemistry
- Skills to engage in debate and discussion on ethical and moral scientific issues

ASSESSMENT

This is a modular qualification, with five papers over the AS and A Level teaching period. At least 15% of the marks for A Level Chemistry are based on what has been learnt in your practicals. 20% of the marks require Level 2 Higher GCSE Mathematics.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	AS Paper 1: Inorganic 1 and Physical 1	20
Paper 2	AS Paper 2: Organic 1 and Physical 1	21
Paper 3	A Level Paper: Inorganic 2 and Physical 2	21
Paper 4	A Level Paper: Organic 2 and Physical 2	21
Paper 5	A Level Practical and Synoptic Paper	18

COMPUTER SCIENCE

KEY FACTS
Examining Board: OxfordAQA

Syllabus/Code: 9645

COURSE SUMMARY

It is an exciting time to be a Computer Scientist! Many of the most in demand jobs over the past few years were tech related! That trend looks likely to continue into the future. We are living in the midst of a revolution powered by technology. This revolution has invaded all aspects of society. It is a communication revolution, a transportation revolution, a medical revolution and an entertainment revolution to name but a few. Consider the things that you would need to give up if you were to live a day without technology! Technology is ultimately developed to solve problems to serve humanity and this course studies both the human and technical aspects of the complex Computer Science Sector.

The course aims to develop problem solving skills, an essential skill for life. Students study the design, development and analysis of software and hardware used to solve problems in a variety of business, scientific and social contexts. Students will develop computational solutions to solve real world problems. This course aims to encourage the development of computational thinking, that is thinking about what can be computed and how by the use of abstraction and decomposition. Learning computational thinking involves learning to program, by writing computer code, because this is the means by which computational thinking is expressed.

The key aims of the course are:
- To develop computational thinking skills.
- To develop an understanding of the main principles of solving problems using computers and computer code.
- To develop an understanding that every computer system is made up of interlinked subsystems.
- To develop an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people.
- To acquire the skills necessary to apply this understanding to develop computer-based solutions to real life current problems.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Computer Science is an ever-growing field, and a qualification in Computer Science provides an amazing breadth of opportunities at higher level study. Degree courses that lead directly from an A level in Computer Science include:
- Games Design
- Software Engineering
- Robotics
- Mathematics
- Data Analytics
- Artificial Intelligence
- Cyber Security
- Engineering
- Informatics

WHY CHOOSE A LEVEL COMPUTER SCIENCE?

We are living in the midst of a revolution powered by computers. This revolution has had an impact on almost every segment of society including healthcare, politics, sport, business, communication, transportation and entertainment. Beyond the daily uses of computer technology, it has also become central to many enterprises including medicine, emerging economies, sustainability, scientific research and climate change.

Central to all of these things that is taken for granted are computers: hardware, software and thinkers that have the enterprising ability to innovate and create. Studying Computer Science gives students the opportunity to develop algorithmic, procedural, concurrent, abstract and recursive thinking skills; all which are the foundation to the discipline of computational thinking.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Unit 1 (Year 1)	Practical Examination	20
Unit 2 (Year 1)	Written Examination	20
Unit 3 (Year 2)	Practical Examination	30
Unit 4 (Year 2)	Theory Exam	30

DESIGN AND TECHNOLOGY

KEY FACTS
Examining Board: AQA

Syllabus/Code: 7552

COURSE SUMMARY

A-level Design and Technology: Product Design requires students to engage in both practical and theoretical study. These design and technology skills have been separated into:

Technical Principles
Materials and their applications; Performance characteristics of materials; Enhancement of materials; The use of adhesives and fixings; The use of finishes; Modern industrial and commercial practice; Efficient use of materials; Digital design and manufacture; The requirements for product design and development; Health and safety; Protecting designs and intellectual property; Design for manufacturing, maintenance, repair and disposal; Feasibility studies; Enterprise and marketing in the development of products and Design communication.

Designing and Making Principles
Design methods and processes; Design theory; How technology and cultural changes can impact on the work of designers; Product life cycle; Design processes; Critical analysis and evaluation; Selecting appropriate tools, equipment, and processes; Accuracy in design and manufacture; Responsible design; Design for manufacture and project management and National and international standards in product design.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries such as:
- Product Designer
- Mechanical engineer
- Architecture
- Built environment/town planner
- Biomedical engineer

Students will investigate historical, social, cultural, environmental, and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

WHY CHOOSE DESIGN AND TECHNOLOGY?

Have you ever wondered how products and buildings are made? Would you like to experience industry level Computer Aided Design and Manufacturing processes? Do you want to influence sustainability, environmental impact, and resourcing of sustainable materials for innovative, creative products? Do you aspire to be a designer of the future? Then, Design and Technology is the course for you. Combining perfectly with Business Studies, Computer Science, History, Art and Design amongst others, there are opportunities for students to integrate and apply their wider learning and understanding form other subject areas studied in KS4 and those studied alongside A Level Design and Technology.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	Examination	30
Paper 2	Examination	20
NEA	NEA	50

ECONOMICS

KEY FACTS
Examining Board: AQA

Syllabus/Code: 7136

COURSE SUMMARY

Paper 1 (Markets and Market Failure) focuses on microeconomics including the economic problem, how resources are allocated in competitive markets and an understanding of supply and demand. You will study how businesses produce efficiently, look at theories of the firm and how firms operate in competitive and concentrated markets. You will also examine how labour markets function, why there is sometimes market failure and why government intervention in the market occurs.

Paper 2 (The National & International Economy) looks at the measurement of the performance of national economies. This means studying in detail the circular flow of national income. You will also use Aggregate Demand and Aggregate Supply analysis. You will study the economic cycle; including inflation, unemployment and economic growth. You will learn how fiscal, monetary and supply-side policies are used by governments. You will also examine in depth, the international economy, the impact of globalisation on UK economic performance, the European Union and the effect of EU membership and economic policy on the UK economy.

Paper 3 (Economic Principles & Issues) uses the knowledge, skills and techniques developed in Papers 1 and 2 to answer Multiple Choice questions (often using mathematics) and Case Study materials.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

For the person who is curious about how the world works, knowing something about economics is very important. Economists are involved in many aspects of business, commerce and management. Economics is a subject that links well with Mathematics, Sciences, Geography, History and Psychology.

Economics teaches you to think logically about complex human issues. You will learn to identify and analyse problems and present potential solutions. You will develop your mathematical and written skills in new ways.

WHY CHOOSE ECONOMICS?

Have you ever wondered what makes the price of oil go up, or why there is unemployment or why some businesses succeed, and others fail? Then Economics is the subject for you. Economics is all around you.

Economics is a highly marketable subject beyond A level. Many students carry on studying the subject at university. It can also be combined with other subjects, such as Mathematics or Geography. Others take related degrees in Business, Management, Finance, Accountancy or Statistics. Some professional qualifications require an understanding of Economics.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Component 1	Examination	33.3
Component 2	Examination	33.3
Component 3	Examination	33.3

AS ENGLISH

KEY FACTS
Examining Board: Cambridge International

Syllabus/Code: 9093

COURSE SUMMARY

The course is designed to enhance students› understanding of the English language through a comprehensive exploration of its structure, usage, and contextual significance. The curriculum focuses on key areas such as language analysis, the study of language in various contexts, and the development of critical thinking skills. Students will engage with a range of texts, analysing their linguistic features and the impact of language on meaning and communication. The course emphasises both written and spoken English, fostering skills in composition, interpretation, and effective communication.

The AS Level qualification comprises two examination papers, each contributing 50% to the final grade. Paper 1 primarily assesses reading skills and techniques, whereas Paper 2 focuses on writing skills and techniques.

Students are encouraged to read widely throughout the course, continually deepening their appreciation of a rich array of reading material. They will develop a strong knowledge and understanding of the conventions and discourses associated with a diverse range of genres, styles and contexts. Using their reading as inspiration, students will explore and experiment with an extensive variety of genres, styles and contexts in their writing. In addition to refining their ability to express themselves with precision and clarity of purpose, students should become increasingly reflective writers, capable of adapting the style of their writing to fit a diverse range of forms, audiences, purposes and contexts.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Student will learn to analyse texts, arguments, and various forms of communication, enhancing their ability to evaluate information critically. The course emphasizes both written and spoken skills, teaching students to express ideas clearly and persuasively.

Students will gain proficiency in examining language structure, style, and techniques, which will deepen their understanding of how language functions in different contexts.

Students will also develop their ability to craft compelling narratives and arguments, honing their voice and style in writing.

WHY CHOOSE ENGLISH LANGUAGE?

The AS Cambridge English Language course is prioritised for students holding a passport from Australia, South Africa, or New Zealand, who are planning to apply to universities in any of these countries. Some universities in these countries may require applicants to continue studying English until the age
of seventeen. Consequently, this may necessitate the achievement of an AS Level in English Language, in addition to the GCSE English Language qualification.

Should the AS English Language qualification be required to support a university application in the home country, enrollment in the AS Level English Language class will be necessary. This course will be taken alongside A-Level studies. Students already engaged in A Level English Language or A Level English Literature will not be required to enroll in the AS English course.

Participants in this course must attend six English lessons per week and will sit for the Cambridge International AS Level English Language examination in April of the following year, while still in Year 12.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	Examination	50
Paper 2	Examination	50

ENGLISH LANGUAGE

KEY FACTS
Examining Board: AQA

Syllabus/Code: 7702

COURSE SUMMARY

English Language A Level is a two-year linear course, with the A level qualification being examined and awarded at the end of Year 13.

The study of English Language is the key to a deeper and more critical understanding of the way that language shapes our society, our experiences and the culture of the English speaking world. During the course, you will gain an understanding and appreciation of the phenomenal impact that language has, as well as considering the impact that your own use of language has in shaping your identity. While the majority of the course is structured around critical analysis of texts and theoretical viewpoints, there is also ample opportunity to be creative with, and develop, your own writing style.

The A level course comprises two examinations worth a total of 80%, and two non-examined assessment pieces worth 20%.

Paper 1: Language, the individual and society
This exam allows students to explore how writers create and manipulate texts to suit their audience and purpose. Students will analyse two unseen texts, linked by a common theme, and consider how the writers have manipulated features of language, grammar and context to achieve their aims. The second part of this exam is a study of Child Language Acquisition and the theoretical models underpinning how children acquire language from birth.

Paper 2: Language diversity and change
The second part of the exam covers the application of language in different social and historical contexts. Students will study how language is impacted by gender, social class, region, power, age and ethnicity. You will also consider how the English language has developed over time. Throughout this unit, there are chances to explore theoretical studies and consider students' personal views and use these in the second part of this exam to write a creative opinion piece presenting these to a non-specialist audience.

NEA: The NEA comprises two pieces of original work. Firstly, students complete a creative piece in a format of their choosing, writing a commentary alongside to explain their stylistic choices. Secondly, students complete a small investigation into an area of language that interests them, collecting data to prove/disprove a hypothesis.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

The ability to communicate effectively in both speech and writing is a necessity for everyone in all aspects of life. Moreover, the ability to critically evaluate the discourses that we are exposed to every day, in a fast-paced, technology dominated world, is vital to ensure that our generation are critical consumers of the vast array of media they see every day.

A level English Language is an excellent option if you are considering reading Law, English Language, Linguistics, Psychology, Politics, Social Sciences, Science and MFL. Possible career paths may include: forensic linguistics, speech therapy, lexicography, digital copywriting, editorial roles, marketing, web-content management, and journalism.

WHY CHOOSE ENGLISH LANGUAGE?

To develop a critical awareness of how producers manipulate language to create specific representations within a text and how this influences the receiver.

To understand how language is linked to our identity.

To consider the way that language differs depending on context and how this might shape our understanding of the world.

To develop creative writing skills and experiment with language in a range of different forms.

NAME	ASSESSMENT TYPE	WEIGHTING
Paper 1	Language & Society Examination	40% | 2 hrs 30 min | 100 marks
Paper 2	Language Diversity Examination	40% | 2 hrs 30 min | 100 marks
C/W	Language in Action Coursework	20% | 3,500 words

ENGLISH LITERATURE

KEY FACTS
Examining Board: OXFORD International AQA

Syllabus/Code: 9675

COURSE SUMMARY

The English Literature A level is a two-year linear course, with the A level qualification being examined and awarded at the end of Year 13. This inspirational course provides you with the opportunity to read a range of exciting new prose, drama and poetry texts - both with your teachers in class and independently! You do, therefore, need to be a committed, enthusiastic reader and to be responsible for your own progress. The A level course comprises of three examinations, worth a total of 70% and a non-examined assessment component worth 30%. Each exam is two hours and consists of two questions.

Unit 1: The focus of this exam is aspects of dramatic tragedy. You will analyse a Shakespeare play and a modern play. The texts studied as DESS College are Othello and A Streetcar Named Desire by Tennessee Williams. At the core of both set texts is a tragic hero or heroine who is flawed in some way, who suffers and causes suffering to others.

Unit 2: This paper explores two texts that are linked through the cultural genre of place: The Great Gatsby by F. Scott Fitzgerald and a collection of poems by Seamus Heaney. The texts examine how place shapes the story, influences narrative structure and reflects socio-cultural perspectives.

Unit 3: This unit examines elements of crime and mystery in literature. You will study Macbeth by William Shakespeare and a collection of poems by Robert Browning. Both the poetry and prose texts explore the execution and consequences of crime.

Unit 4: This unit comprises of a non-examined assessment submission, that is teacher assessed and externally moderated. The NEA involves a critical study of two texts: one prose text and one poetry collection. Students are free to choose texts that interest and inspire them.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

The ability to read for meaning is a necessity for everyone in all aspects of life. English Literature A level is ideal if you wish to broaden your knowledge and understanding of texts, as well as develop different types of reading and research skills. The written responses you will produce offers you the opportunity to develop your writing skills, ensuring that your communication on paper is both accurate and clear. This is an excellent option if you are considering, amongst others, Law, History, Politics, Social Sciences, Journalism, Philosophy, Classics, Drama or Media.

WHY CHOOSE ENGLISH LITERATURE?

- **Critical Thinking**: You'll learn to analyse texts deeply, question assumptions, and interpret meaning beyond the surface.
- **Close Reading Skills**: Develop precision in reading and understanding complex language, structure, and literary devices.
- **Cultural Awareness**: Explore historical, social, and philosophical contexts that shaped literature across centuries.
- **Advanced Writing Skills**: Craft well-structured, persuasive essays and articulate your ideas clearly.
- **Verbal Confidence**: Discuss and debate interpretations with clarity and confidence - great for interviews and presentations.
- **Enjoyment and Passion**: If you love stories, poetry, drama, or language, this subject feeds that passion.
- **Highly Regarded by Universities**: English Literature is a respected A Level for a wide range of degrees, not just humanities.
- **Transferable Skills**: Useful in careers like law, journalism, publishing, education, marketing, and more. No matter what career path you choose, strong reading, writing, and communication skills will always be essential. Being able to express yourself clearly and confidently is a universal asset in the workplace.

NAME	ASSESSMENT TYPE	WEIGHTING
Unit 1	Aspects of Dramatic Tragedy: Shakespeare, Modern Play Examination	20% | 2 hours | 50 marks
Unit 2	Place in Literary Texts: Prose and Poetry Examination	20% | 2 hours | 50 marks
Unit 3	Elements of Crime and Mystery: Play and Prose Examination	30% | 2 hours | 50 marks
Option 4b: NEA	Study of texts: one poetry, one prose Two essays of 1500 - 1250 words each	30% | 50 marks

FRENCH

KEY FACTS
Examining Board: AQA

Syllabus/Code: AS 7651 / A LEVEL 7652

COURSE SUMMARY

The French A level course provides a detailed study of various social, political and cultural aspects of France and French-speaking countries.

The topics covered in Year12 include:

Aspects of French-speaking society: current trends, the changing nature of family, the 'cyber-society', the place of voluntary work

Artistic culture in the French-speaking world: a culture proud of its heritage, contemporary francophone music, cinema.

The topics covered in Year13 include:

Aspects of French-speaking society: current issues, positive features of a diverse society, life for the marginalised, how criminals are treated.

Aspects of political life in the French-speaking world: teenagers, the right to vote and political commitment, demonstrations, strikes, politics and immigration.

Students also study a film in Year12 and a novel in Year13.

We also offer the option for French as an AS.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

An A level in French will enable students to develop and build on the skills acquired at GCSE.

A level linguist is keenly sought after by universities as they have had to develop a number of key transferable skills, such as analysis and public speaking, during the course.

An ability to speak French is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world (Canada, Switzerland, Belgium, and North and sub-Saharan Africa). As one of the world's biggest economy and the first international tourism destination, France is a key economic country..

WHY CHOOSE FRENCH?

Choosing to study French at A Level will not only provide you with an insight and understanding of the French culture and society but will also enhance employment prospects and future career opportunities in a more and more competitive job market.

Many employers, especially in fields like international business, diplomacy, and tourism, actively seek bilingual or multilingual individuals.

Additionally, a strong language foundation can open doors to fostering global connections and enrich the university experience.

Studying a language at A Level equips students with essential skills that are increasingly sought after in our interconnected world.

NAME	ASSESSMENT TYPE	WEIGHTING AS	WEIGHTING A LEVEL
Paper 1	Listening, Reading and Writing	45% (1 hour 45 minutes)	50% (2 hours 30 minutes)
Paper 2	Writing	25% (1 hour 30 minutes)	20% (2 hours)
Paper 3	Speaking	30% (12-14 minutes)	30% (16-18 minutes)

GEOGRAPHY

KEY FACTS
Examining Board: Edexcel

Syllabus/Code: 9GEO/04/03/02/01

COURSE SUMMARY

The Geography course is a two-year A level and provides a mix of human and physical areas of study and encompasses a range of fieldwork opportunities. In Year 12 we cover the topics of Tectonics, Coastal Environments, Globalisation and Diverse Places. Also, during Year 12, we begin to look at the application of fieldwork techniques, which are needed to complete the independent investigation. In Year 13, we cover the topics of Migration, Identity and Sovereignty, The Water Cycle and Water Insecurity, The Carbon Cycle and Energy Security, as well as Superpowers. At the end of Year 13 three exam papers are completed, along with the Independent Investigation being submitted.

Unit 1: Dynamic Landscapes (30% of GCE) This unit focuses on the physical landscape around us. It is divided into four topic areas for study; Tectonic Processes and Hazards, The Water Cycle and Water Insecurity, The Carbon Cycle and Energy Security and Coastal Landscapes and Change. The examination for this unit is 2 hours 15 minutes and will be sat at the end of Year 13.

Unit 2: Dynamic Places (30% of GCE) This unit focuses on human geography looking at the world and how it is being shaped. Students study four areas; Globalisation, Shaping Places, Superpowers and Global Development and Connections. The examination for this unit is 2 hours 15 minutes and will be sat at the end of Year 13.

Unit 3: Contested Planet (20% of GCE) The examination for this unit is 2 hours 15 minutes. Students will be given a resource booklet to allow them to investigate the synoptic themes across the course of study, based on the content areas of Players, Attitudes and Actions and Futures and Uncertainties. This exam will also be sat at the end of Year 13.

Unit 4: Geographical Research (20% of GCE) This unit focuses on field work (minimum four days), related research and investigations. Students must develop a hypothesis in line with one of the compulsory units of study and produce a written report of approx. 4000—3000 words.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Geography covers a wide range of skills – from data interpretation, statistical analysis, and human and physical Geography based fieldwork, as well as extended writing and critical thinking skills.

Geography students are able to identify, select, present, process, evaluate, and interpret both quantitative and qualitative evidence to support or reject arguments, propositions or plans.

Careers include:
Climatologist, environmental management and impact assessment, emergency management, GIS specialist, marketing, real estate appraisal, writer/ researcher, demographer, urban planner, surveyor, transport management, geologist.

WHY CHOOSE GEOGRAPHY?

- Geography occupies a distinct place in the world of learning, offering an integrated study of the complex reciprocal relationships between human societies and the physical components of the earth
- The Geographer's canvas is coloured by place, space and time; recognising the great differences and dynamics in cultures, political systems, economies, landscapes and environments across the world, and the links between them
- Geography degrees are useful to a range of future careers. Geography, as an A level is seen as a Science by many universities

NAME	ASSESSED	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	Physical Geography	Examination	30
Paper 2	Human Geography	Examination	30
Paper 3	Synoptic Links	Examination	20
NEA	Independent Investigation	Coursework	20

HISTORY

KEY FACTS
Examining Board: Edexcel

Syllabus/Code: 9HI0

COURSE SUMMARY

Component 1: Breadth Study
1B.2 – England, 1509–1603: Authority, Nation and Religion under the Tudors
Students will immerse themselves in the fascinating world of Tudor England, studying the dramatic changes that took place under Henry VIII, Edward VI, Mary I, and Elizabeth I. They will explore how monarchs established and maintained power, the transformation of religion during the Reformation, and the development of England's identity as a nation. A key section on Elizabeth I focuses on historiography, allowing students to examine how different historians have interpreted her reign, character, and political effectiveness. Throughout, students will form their own balanced judgements
about change, continuity, and causation across the Tudor period.
Assessment: Written examination – 2 hours 15 minutes

Component 2: Depth Study
2B – Luther and the German Reformation, c1515–1555
This depth study investigates the origins and impact of the German Reformation, focusing on Martin Luther's challenge to the Catholic Church. Students will explore the religious, political, and social context of early sixteenth-century Europe and analyse how reform ideas spread through the Holy Roman Empire. The course includes the close study of primary source material, enabling students to evaluate contemporary evidence such as Luther's writings, imperial edicts, and the reactions of princes and the papacy. Key events such as the Diet of Worms (1521), the Peasants' War
(1524–25), and the Peace of Augsburg (1555) are explored in depth to understand how individuals and ideas reshaped the Church and European society.
Assessment: Written examination – 1 hour 30 minutes

Component 3: Themes in Breadth and Depth
39.1 – Civil Rights and Race Relations in the USA, 1850–2009
Students will trace the long struggle for racial equality in the United States, focusing on the experiences of African Americans, Native Americans, and Hispanic Americans. They will assess how civil rights developed over time, the role of the federal government, and the influence of key individuals and movements such as Martin Luther King Jr., Malcolm X, AIM, and the Chicago Movement.
The course also examines changing attitudes in society and law, from slavery and segregation to the Civil Rights Act and beyond.
Assessment: Written examination | 2 hours 15 minutes

Component 4: Historical Investigation (Coursework)
Students will complete an independent enquiry of approximately 3,500–4,000 words on a topic that covers a period of at least 20 years. The investigation must include analysis and evaluation of historical interpretations and use both primary and secondary sources. This component encourages independent research, critical thinking, and the ability to construct a sustained historical argument.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

History provides a wealth of skills that will serve you throughout life and are highly prized by universities and employers. The subject works very well with Government & Politics, Economics and Sociology. The study of History at A level teaches you to assimilate and communicate large amounts of information and to reach balanced judgements. These skills are valuable for a wide variety of careers, including journalism, accountancy, law, television, tourism and management.

WHY CHOOSE HISTORY?

The History department aims to provide lively and challenging lessons which engage the students and make them think more deeply about the world around them. We believe that the study of History provides an excellent foundation for life, providing skills that are highly sought by universities and employers. It requires hard work; but the rewards; both in terms of academic value and enjoyment; make it one of the most valuable A levels available.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	England 1509 -1603: Authority, Nation and Religion under the Tudors	30
Paper 2	Luther and the German Reformation 1515-1555	20
Paper 3	Civil Rights and Race Relations in the USA 1850-2009	30
NEA	Nazi Germany in the 1930s and 40s	20

LAW

KEY FACTS
Examining Board: AQA

Syllabus/Code: 7162

COURSE SUMMARY

The course covers a number of legal areas, including the nature of the types of laws, how they are made, links to morals and the role Law plays in society. It encompasses aspects of the legal system from the perspective of the criminal and civil court systems, Criminal Law theory, and aspects of criminal liability. The first paper covers fatal offences against the person, non-fatal offences against the person and property-based offences. Students will cover defences including insanity, automatism as well as intoxication.

As well as criminal law, students will investigate aspects of Civil Law. They will study Tort law, including the concept of liability in harm to both people and property as well as considering the concept of economic loss. Occupier's Liability and the escape of hazardous creatures/substances is covered as well as the fundamental concept of vicarious liability.

Students will learn the various defences and remedies available in civil cases. Students will learn about Contract Law and delve into more complex issues surrounding legal theory, including consideration of concepts such as morality, justice and fault as well as their importance in making and applying laws.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

For the person who is curious about how the legal system works, how laws are made and most importantly, how they are applied.

Law A level is an opportunity for students who are looking for a good base level of understanding prior to embarking on a legal career. It develops clear lines of argument, essay writing skills, vast levels of analysis and evaluation. A good memory is an essential prerequisite.

The development of legal essay writing is a strong feature of this course and will be a favourable skill to present to prospective Universities, particularly those with a legal focus. Works well with Politics, Business Studies, History, English Literature as well as Psychology.

WHY CHOOSE LAW?

Have you ever wondered why some crimes are treated more leniently than others? Or why you can't have someone arrested for peacefully standing in your garden? Law is an interesting and involved course, it has a vast number of pointed stories which have turned into legal precedents. The rules of society are an endlessly complex and ever evolving system of traditions that are a reflection of the behaviours exerted by citizens and give parameters of what is deemed to be permissible. Law will intrigue and develop you in equal measure.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1: Criminal Law	Examination	33.3
Paper 2: Law of Tort	Examination	33.3
Paper 3: Law of Contact	Examination	33.3

AS LEVEL MATHEMATICS

KEY FACTS
Examining Board: Edexcel

Syllabus/Code: Pure Mathematics (8MA0/01)
Statistics and Mechanics (8MA0/02)

COURSE SUMMARY

Students on the AS level course will complete two units of study, Pure and Applied Mathematics, which will be studied throughout Years 12 and 13. Students will not have the option to sit the AS examination at the end of Year 12, and failure to continue with the course in Year 13 will result in no qualification being awarded. Students joining us from an IGCSE background are required to take a past GCSE non-calculator examination paper, this is to access their suitability for the non-calculator elements of the course.

The course modules in brief:

Pure Mathematics: At A level, GCE students will extend their knowledge of such topics as Algebra, Trigonometry and Co-ordinate Geometry as well as learning some brand new ideas such as Calculus and proofs.

Statistics: Students will learn how to represent, analyse, interpret and summarise numerical data in order to arrive at conclusions about it, to model real life problems, make predictions about possible outcomes and extend the range of probability problems that they studied for GCSE.

Mechanics: Students will learn how to describe mathematically the motion of objects and how they respond to forces acting upon them, they will work with Newtons laws of motion and their application.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

AS Level Mathematics supports the study of subjects like Physics, Chemistry, Engineering, IT, Economics, Business and Biology. Studying Mathematics alongside an essay subjects like English or History can help students keep their options open when applying for university courses.

This qualification will give the students the opportunity to study not only Pure Mathematics but also elements of Statistics and Mechanics, preparing students for a variety of career paths in the future.

WHY CHOOSE AS MATHEMATICS?

Mathematics at A Level is considered to be a 'facilitating' subject by most universities. AS Level Mathematics gives students the option to study Mathematics beyond GCSE who might otherwise not have. AS Level mathematics will be a challenging option however, success in the course promises to develop a higher level of thinking which will prove useful through all career paths and life choices.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	Pure Mathematics | 2 hrs | 100 marks	62.5
Paper 2	Statistics and Mechanics | 1 hr 15 mins | 60 marks	37.5

MATHEMATICS

KEY FACTS
Examining Board: Edexcel

Syllabus/Code: Pure Mathematics (9MA0/01+02)
Statistics and Mechanics (9MA0/03)

COURSE SUMMARY

Students on the full A level course will follow two pure and two applied units in Mathematics over the two-year course. Students are no longer permitted to use AS level examinations to form part of their A level qualification.
The course modules in brief:

Pure Mathematics: At A level, GCE students will extend their knowledge of such topics as Algebra, Trigonometry and Co-ordinate Geometry as well as learning some brand new ideas such as Calculus and proofs.

Statistics: Students will learn how to represent, analyse, interpret and summarise numerical data in order to arrive at conclusions about it, to model real life problems, make predictions about possible outcomes and extend the range of probability problems that they studied for GCSE.

Mechanics: Students will learn how to mathematically model the motion of objects and how they respond to forces acting upon them, they will work with Newton's laws of motion and their application.

As the A level course is heavily weighted towards algebra, all students will be required to pass an assessment on their GCSE algebra skills at the start of Year 12 in order to start the course.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

A level Mathematics is also a pre-requisite for many choices at degree level, especially Medicine, Engineering and Computer Science. A level Mathematics is typically combined with Physics, Chemistry and Biology or, alternatively, Information Communication Technology and Business Studies.

However, an A level in Mathematics will provide students studying in other areas, such as English or History, with an excellent qualification that develops a diverse range of skills and talents.

WHY CHOOSE AS MATHEMATICS?

Most people are surprised to learn that a recent study published in The Wall Street Journal, lists the top three jobs in the United States as Mathematician, Statistician and Actuary. In fact, nine of the top eighteen jobs are heavily connected to Mathematics. So, in terms of pay, conditions and job prospects, A level Mathematics fits right in as a subject to help you get ahead.

A level Mathematics is a challenging option; however, success in the course promises to develop a higher level of thinking which will prove useful through all career paths and life choices.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	Examination	33.3
Paper 2	Examination	33.3
Paper 3	Examination	33.3

FURTHER MATHEMATICS

KEY FACTS
Examining Board: Edexcel

Syllabus/Code:
Further Mathematics Core Pure 1 (9FMA0/01)
Further Mathematics Core Pure 2 (9FM0/02)
Further Mathematics Option 1 (9FM/3A-3D)
Further Mathematics Option 2 (9FM0/4A-4G)

COURSE SUMMARY

Students on the Further Mathematics course will complete two A levels over the two years. These will both be examined at the end of Year 13. In Year 12, students will complete the A level Mathematics course. In Year 13 students will undertake four units of study completing the full Further Mathematics course. Further Mathematics is therefore, delivered over two option blocks as two A levels are achieved at the end of Year 13.

The course modules in brief:

Core Pure: Students will be exposed to a range of mathematical concepts including proofs, complex numbers, matrices as well as further calculus, algebra and functions and vectors. Some of these concepts will be an extension of the A level Mathematics course and some will be brand new.

Further Mathematics Options: At DESS College we always try to match the units we cover with the strengths of our students. The optional units covered in Year 13 will be chosen based on what we feel are the best options for our students. The choices available to us are Further Pure 1 and 2, Statistics 1 and 2, Mechanics 1 and 2 and Decision 1 and 2. The most common combination is Further Pure Mathematics 1 and Further Statistics 1. Further Pure Mathematics 1 will cover extend trigonometry, calculus, differential equations, vectors and numerical methods, and explore coordinate systems and inequalities. Further Statistics 1 will cover discrete probability distributions, poisson, geometric and negative binomial distributions, chi squared tests, probability generating functions and further explore hypothesis testing.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Mathematics and Further Mathematics are versatile qualifications, well respected by employers and are both “facilitating” subjects for entry to higher education. Careers with good mathematics skills and qualifications are not only well paid, but they are also often interesting and rewarding. People who have studied Mathematics are in the fortunate position of having an excellent choice of career. Whilst the number of young people studying A level Mathematics and Further Mathematics is increasing, there is still a huge demand from science, engineering and manufacturing employers.

WHY CHOOSE FURTHER MATHEMATICS?

Further Mathematics at A level suits students who have a deep passion for mathematics; it provides a challenge and a chance to explore new and more sophisticated mathematical concepts. It makes the transition from Sixth Form to university courses, which are mathematically rich, that much easier as some of the first-year course content will be familiar. It enables students to distinguish themselves as able mathematicians in their application for university and future employment.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Unit 1	Further Pure 1	25
Unit 2	Further Pure 2	25
Unit 3	Option 1	25
Unit 4	Option 2	25

MEDIA STUDIES

KEY FACTS
Examining Board: AQA

Syllabus/Code: 7572

COURSE SUMMARY

Media Studies is the examination of both the traditional media and new digital media technologies. The key concepts in Media Studies are:

Media Language (including narrative and genre): How meaning is created in media texts using factors such as sound, camerawork, editing, set, lighting, costume, framing etc.

Representation: How people, places and events are represented in the media and the significance of this.

Audience: How audiences ‘read’ and interact with media texts, and how much we can or cannot be affected by the media around us.

Institutions: The companies that produce our media, their values and identities, and how their ideologies influence messages and values in their products.

The Media Studies A level course provides students with opportunities to develop their analytical and research skills, and also their practical skills in media production. Students complete a non-exam (coursework) component, where they pick from a range of practical production briefs including print, film, social media and audio production. The choice of brief allows for students to select areas of the media that they are interested in, and/or will lead into further study at university.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Through studying Media Studies students will view, evaluate and analyse a variety of media products, and develop practical skills spanning a range of media forms. Contemporary, diverse topics and varied and engaging content will help students to develop research, problem-solving and creative skills and knowledge. Students will also develop debating techniques through the discussion of contemporary issues from a range of perspectives. Media Studies students are able to pursue a spectrum of higher education courses at university, which can lead into a variety of careers in communication, technology, media, production, law and business.

WHY CHOOSE MEDIA STUDIES?

Media is everywhere, influencing and shaping our perceptions, attitudes, desires and behaviour. We aim to question these perceptions and look behind the media façade to reveal the factors that influence media texts and shape the response of us—the audience.

SOME MEDIA TEXTS THAT WE STUDY ARE:

GQ Magazine, The Gentlewoman, The Guardian, The Daily Mail, The Sims Freeplay, Horizon Forbidden West, Deutschland 83, Capital, War of the Worlds, Blinded by the Light, Score, Old Town Road, Ghost Town, Newsbeat (BBC), Sephora and many more!

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	Examination	35
Paper 2	Examination	35
Practical Response	NEA	30

PHOTOGRAPHY

KEY FACTS
Examining Board: Edexcel

Syllabus/Code: 9PY0

COURSE SUMMARY

A level Photography is taught as a linear two-year course. To successfully progress in this course, you will need access to a digital SLR camera to use for independent photoshoots outside of lesson time. In addition to this, you will need access to Adobe Creative Suite, a laptop and have the means to print out photographic images for your research book.

During the Photography course you will have the opportunity to develop personally driven projects under the guidance of your teachers. For each project, you will be expected to complete comprehensive research work recording and developing your ideas, exploring lens-based media, refining your skills and linking your ideas to other photographers and lens-based artists. There are a range of options that you may choose to work with, such as documentary photography, photojournalism, studio photography, location photography, experimental imagery, installation and moving image (film, video and animation). The main aim of the course is to develop your visual language skills and conceptual awareness towards presenting the final exhibition.

A Level Photography is divided into distinct phases: Foundation Project: From September to December of Year 12, students will work on a 'foundation project'. This is designed to aid a smooth transition from GCSE to A level. This project can also contribute to the coursework component if completed to an advanced standard.

Unit 1 (NEA): From January in Year 12 students will work on the main NEA unit 1. The component will be assessed by your teachers and the feedback should provide an opportunity to refine the work further. For A level photography, this unit unit makes up 60% of the overall grade. Please note that the A level photography unit 1 also contains an academic written study of between 1000–3000 words, consisting of in-depth artist research. This constitutes 12% of the total qualification.

Unit 2 (NEA): Externally Set Assignment: From February, A level students will work on a new project, the externally set assignment (ESA). For this you will have eight weeks of preparation followed by an examination. The theme for this project is normally broad and set by the examination board. There is a 15 hour timed test for A level students in term 3 of Year 13.

For all units, students will complete research book work and large-scale work for exhibition.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

If you intend to train for any kind of creative or design-based career you could elect Photography as one of your GCE A level choices.
Key careers could include:

- Movie production, directing, screen writing, cinematography, theatre design
- Animation, games design
- Media studies, journalism, photo-journalism, public relations, promotions, advertising and marketing
- Graphics, illustration, design
- Freelance photographer: fashion, events
- Education, arts therapy, curation, community artists

WHY CHOOSE PHOTOGRAPHY?

A-level Photography is ideal for students who enjoy working with images, exploring ideas through digital and traditional techniques, and developing a personal visual style. You'll learn how to communicate effectively using photography, build a strong portfolio, and prepare for creative careers or further study in visual arts.

Students are not required to have studied GCSE Art to take A-level Photography. What matters most is your enthusiasm for photography and a genuine interest in visual communication. If you have a portfolio of work including photographs, drawings, or short films that show your creativity, we'd love to see it!

Visual literacy is becoming an increasingly important skill in today's high-tech world. Business now relies heavily on high speed communication and so visual imagery is becoming increasingly important. Being able to interpret visual messages and learning how to use the visual elements to aid your communication is

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Component 1	Personal Investigation	60
Component 2	Externally Set Assignment & 15 hours sustained working	40

PHYSICAL EDUCATION

KEY FACTS
Examining Board: AQA

Syllabus/Code: 7582

COURSE SUMMARY

Students selecting this course should have a keen interest in sport and be a self-starter with regards to physical activity and fitness. The PE syllabus has both theoretical (70%) and practical coursework (30%) components, most of the lessons are delivered as interactive theoretical, exciting classroom-based lessons.

The academic content of the course is extensive and covers a wide variety of topic areas. These include applied anatomy and physiology, skill acquisition and sport and society in Year 1. Along with exercise physiology, bio-mechanical movement, sport psychology and the role of technology in sport in Year 2. Students will experience some practical lessons throughout the course. These will be centered around the course content and will enable students to develop their knowledge and understanding.

Students are expected to attend extracurricular clubs and are encouraged to represent school teams and seek additional clubs outside of DESS College to enhance their performance. Students will need to perform in one sport listed on the AQA A-level specification for their practical performance.

Paper 1: Factors affecting participation in physical activity and sport.

Paper 2: Factors affecting optimal performance in physical activity and sport.

NEA: Practical performance in physical activity and sport and written analysis and evaluation coursework.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Students can access a diverse range of sports related courses at university by studying this subject at A-level. With degrees available in Sports Science, Sports management, Sports Coaching, Sports Therapy, Teaching, Sports Psychology & Sports Physiology.

Additionally, students have been able to transfer the key skills developed on this course into career pathways such as the Armed Forces, Personal Training, Sports Business or Media.

This course will enable students to identify, apply and evaluate a range of topics in relation to sport. Students will develop their analytical and problem-solving skills through the non-exam assessment.

Additionally, teamwork and communication will be enhanced when participating in debates regarding current issues in sport and within practical tasks.

ENTRY RECOMMENDATIONS

6 in GCSE PE
6 in Biology

WHY CHOOSE PE?

If you have a real interest in sport and would like to learn about all the different aspects which contribute towards an elite sports performance. It is particularly suitable for those students who have excelled in GCSE PE and would like to further their studies in this area. It also provides students with a chance to focus on their own sport in great detail as they prepare their coursework.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	Written Examination | 2 hrs | 105 marks	35
Paper 2	Written Examination | 2 hrs | 105 marks	35
NEA	Non-Examined: Practical Performance and Written Analysis of Performance	30

PHYSICS

KEY FACTS
Examining Board: AQA

Syllabus/Code: 7408

COURSE SUMMARY

In Year 12 Students will study the International AS content:
- Measurements and their errors
- Mechanics and materials
- Particles, radiation and radioactvity
- Electricity
- Oscillations and waves

In Year 13 Students study:
- Circular and periodic motion
- Gravitational and electric fields
- Capacitance
- Exponential change
- Magnetic fields
- Thermal physics
- Nuclear energy
- Energy sources

This course is modular and practical knowledge is assessed through the written examinations.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Physics is an advantage for almost all university courses.

Careers requiring Physics include: Aeronautical Engineering, Astronomy, Biomedical Engineer, Civil Engineer, Electrical Engineer, Electrician, Forensic Scientist, Geophysicist, Mechanical Engineer, Medical Physicist/Technician, Nuclear Scientist, Physicist, Structural Engineer and many more.

Physics is also seen as an advantage in many careers not directly involved with the application of the subject, including Accountancy and Finance.

WHY CHOOSE PHYSICS?

Among the many benefits, this new specification is designed to encourage candidates to:
- Progress smoothly from previous GCSE studies in Physics.
- Develop in-depth knowledge and understanding of the principles of Physics.
- Gain hands-on practical and data analysis skills.
- Appreciate working scientifically and its relevance beyond the laboratory.
- See how Physics links to other sciences and how the subject underpins important technologies.
- Study optional topics so they can specialise in topics that generate interest.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Unit 1 and 2 (AS)	Two Examinations (2h each)	40
Unit 3 and 4 (A2)	Two Examinations (2h each)	40
Unit 5 (A2)	Examination (2h)	20

POLITICS

KEY FACTS
Examining Board: Edexcel

Syllabus/Code: 9PL0

COURSE SUMMARY

A level Politics will give you the opportunity to explore how political systems operate, how power is distributed and challenged, and how political ideas shape societies. You will study politics in the UK and USA alongside four major political ideologies, developing your understanding of contemporary political issues while learning to analyse evidence, evaluate competing arguments and reach well-supported judgements.

Component 1: UK Politics and Core Political Ideas
Assessment: Written examination – 2 hours

Component 2: UK Government and Non-core Political Ideas
Assessment: Written examination – 2 hours

Component 3: Comparative Politics – USA
Assessment: Written examination – 2 hours

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Politics can lead to diverse career pathways, including law, journalism, public policy, diplomacy, the civil service, political research, communications and business, as well as elected politics. Throughout the course, you will develop strong analytical, evaluative and research skills, learning to interpret political information, assess competing arguments and reach well-supported judgements. You will also develop your ability to construct and communicate arguments clearly, both verbally and in writing.
The course encourages you to make synoptic links between different areas of political study, debate alternative perspectives and use evidence to support your conclusions. Politics develops independent thinking, critical analysis and confident communication, providing a strong foundation for further study and future careers.

WHY CHOOSE POLITICS?

Politics is constantly evolving, making it a subject that connects directly to the world around you. Elections, changing governments, debates over rights and freedoms, economic decisions and international events all raise questions about how societies should be governed and who should hold political power. You will explore different perspectives and develop your own informed judgements, supported by evidence and political knowledge.
Politics also provides an opportunity to understand the connections between events at home and developments around the world. Studying both the UK and USA allows you to explore how different political systems respond to similar challenges, while political ideas provide different ways of understanding society, freedom, equality and power.
Whether you already follow current affairs or are simply curious about why the world works as it does, A Level Politics will challenge you to think critically, engage with different perspectives and develop a deeper understanding of the forces shaping modern society.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	UK Politics and Core Political Ideas	33.3
Paper 2	UK Government and Non-core Political Ideas	33.3
Paper 3	US Politics	33.3

PSYCHOLOGY

KEY FACTS
Examining Board: AQA

Syllabus/Code: 7182

COURSE SUMMARY

Psychology is the science of human behaviour and experience. Psychologists use the same methods as other scientists. They conduct research to test and develop theories about human behaviour, the brain and mental processes. It has been said that the most important and greatest puzzle people face is understanding themselves. It is this fascination with ourselves and others which makes the study of Psychology so attractive. Although the study of Psychology is a rich and varied experience in itself, it also has a wide range of important applications within the broader context of society.

The Psychology specification is also designed to encourage candidates to:

- Develop their interest in and enthusiasm for the subject, by studying a broad range of topics from social psychology, to infant attachment, to mental illness, to criminality, plus more
- Appreciate how psychology contributes to the success of the economy and impacts wider society
- Develop and demonstrate the skills, knowledge and understanding of How Science Works
- Further expand on the knowledge and skills gained if having studied GCSE Psychology (though this is not a requirement)

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Psychology may offer a pathway for career opportunities or further study at university for the following:

- Clinical, Educational, Forensic and Occupational Psychology
- Medicine
- Law
- Counselling and social work
- Science
- Nursing
- Teaching
- Police

WHY CHOOSE PSYCHOLOGY?

In addition to gaining a detailed understanding of other people, which is beneficial for any future pathway, Psychology A level also offers opportunities to develop many key transferable skills:

- Thinking critically and skills of evaluation
- Application of mathematical skills to interpret research
- Effective and concise communication of ideas
- Understanding the principles of scientific research and good research design
- Making evidence-based justifications
- Reflection and perspective taking from a variety of viewpoints

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	Examination	33.3
Paper 2	Examination	33.3
Paper 3	Examination	33.3

SPANISH

KEY FACTS
Examining Board: AQA

Syllabus/Code: AS 7691 / A LEVEL 7692

COURSE SUMMARY

The Spanish A level course provides a detailed study of various cultural aspects of Spain and Latin America.

The topics covered in Year 12 include:

- Aspects of Hispanic society
- Modern and traditional values, cyberspace, equal rights
- Artistic culture in the Hispanic world
- Modern day idols, Spanish regional identity, cultural heritage and landscape

The topics covered in Year 13 include:

- Multiculturalism in Hispanic society, Immigration, racism, integration
- Aspects of political life in the Hispanic world
- Today's youth, tomorrow's citizens, monarchies, republics and dictatorships, popular movements

Students also study a film in Year 12 and a novel in Year 13.

We also offer the option for Spanish as an AS.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

An A level in Spanish enables students to develop and build on the skills they have acquired at GCSE and get a more complete understanding of the Spanish speaking world.

A level linguists are keenly sought after by universities as they have had to develop a number of key transferable skills, such as analysis and public speaking, during the course.

Language students find themselves well prepared for an increasingly global job market.

WHY CHOOSE SPANISH?

Nowadays, a wider variety of professions including business and commerce, law and communications are seeking employees who can speak Spanish.

Similarly, Spanish speakers are finding an increasing number of opportunities in the fields of education, medicine and many service industries.

Our A level Spanish students have two teachers who each cover a selection of the course topics.

NAME	ASSESSMENT TYPE	WEIGHTING AS	WEIGHTING A LEVEL
Paper 1	Listening, Reading and Writing	45% (1 hour 45 minutes)	50% (2 hours 30 minutes)
Paper 2	Writing	25% (1 hour 30 minutes)	20% (2 hours)
Paper 3	Speaking	30% (12-14 minutes)	30% (16-18 minutes)



BTEC APPLIED SCIENCE

COURSE SUMMARY

Designed for learners who are interested in learning about the sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in applied science. To be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Equivalent in size to one International A Level. Six units of which three are mandatory and assessed using Pearson Set Assignment.

Unit 1: Principles and applications of Biology - Students will develop an understanding of key biological concepts including cell structure and function, biological molecules and their roles in living organisms, and the importance of enzymes in maintaining life processes. The unit also explores cellular transport mechanisms, homeostasis, and how disruptions to these systems can affect health and disease.

Unit 2: Principles and applications of Chemistry - This unit introduces the fundamental principles of chemistry, including atomic structure, chemical bonding, and the relationship between structure and properties of substances. Students will also explore quantitative chemistry, chemical reactions, and the principles of organic chemistry, developing an understanding of how chemistry is applied in a range of scientific and industrial contexts.

Unit 3: Principles and applications of Physics - Students will investigate key topics in physics including waves, forces, electricity, and energy transfers. The unit explores how these principles underpin modern technologies and transportation systems, helping students understand the role of physics in everyday life and scientific innovation.

The final three units are selected towards the end of Year 12, allowing students to personalise their learning pathway. Students can choose from a range of Biology, Chemistry and Physics-based units, including topics such as medical innovations, human disease and infection, biochemical pathways, advanced chemistry applications, energy and communication technologies, electrical circuits, and practical scientific investigation techniques.

METHODS OF ASSESSMENT

The course is 100% coursework based. The course is assessed by using pass, merit and distinction criteria, each of which carries points weighting. At the end of the two-year course the points are added up. For those going to university, the points are then converted into UCAS points. You can also convert the points into A level equivalent grades.

ENTRY RECOMMENDATIONS

5/5 GCSE Science

IS THIS COURSE FOR ME?

If you are the type of student who is enthusiastic about all areas of Science, then this course could be for you. You need to be willing to use/improve a number of different skills in order to pass this course. These include: organisational, investigational and motivational skills. If you are a person who is fully committed to achieve then this will be the course for you, provided you have proven you have a good command of written English and Mathematics demonstrated by a Level 4 or above at GCSE.

BTEC CREATIVE MEDIA

COURSE SUMMARY

A dynamic and innovative course, the Diploma/Sub-Diploma in Creative Media Production BTEC offers a qualification that has more practical and vocational application than the traditional A level. The Sub-Diploma is equivalent to 1 A-Level and the Diploma is equivalent to 2 A-Levels. An understanding of the media industries is at the core of the program of study, and students will complete practical media projects involving music video production, film studies and print production. This is an opportunity to gain real hands on experience in a range of media forms. Students will require a reliable laptop and access to Adobe Software throughout the course.

There are several opportunities on the course to improve on existing media skills and we encourage students to embark on 'real' projects to add value to the learning whilst simultaneously developing their UCAS/future job applications. Due to the technical nature of the course, it is important that the BTEC Creative Media Production student has access to a reliable laptop with reasonable storage space throughout the course. We will provide photographic and video equipment as required by the projects.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

BTEC Creative Media Students will develop skills in:

- A variety of editing software
- Approaches to film
- Print Media production
- Exciting creative productions across film and print
- An understanding of how the creative industries function

WHY CHOOSE BTEC CREATIVE MEDIA?

There is no industry in the world that has such wide-ranging recruitment options into the work place. All industries now heavily rely on developing brand and digital presence in order to remain visible and valuable. Increasingly, a multi-skilled individual is far more desirable to an employer / university, for example, if you can write content and edit video, you will increase your employability. This course offers a range of skills to the student from two major Media industries (video and print), equipping our students with the skills needed to pursue a successful media career.

IS THIS COURSE FOR ME?

Students that feel certain that the Creative and/or Media industries are what they want to specialise in, either at University or as a career, this is the perfect course. The course will develop practical and analytical skill alongside real life experience and portfolio development. If students are unsure about which area to specialise in, the BTEC Creative Media Course will offer opportunities to investigate and explore a vast spectrum of creative media disciplines. Our goal is to ensure that students feel ready to enter employment or enter higher education and training, within the field of creative media, by the end of Year 13.

WHAT ELSE DO I NEED TO KNOW?

The key word here is creativity. This is a must for the BTEC course. There are no exams in the BTEC Creative Media, it is 100% coursework. This means that students must work on projects that require creative output for real audiences. This can be challenging, but incredibly rewarding. It must be reiterated that access to a laptop and to software are essentials for any student choosing the course. This is to allow you to familiarise yourself with industry standards. There are some very budget friendly student subscription deals available.

BTEC ENTERPRISE & ENTREPRENEURSHIP

COURSE SUMMARY

BTEC Enterprise and Entrepreneurship is an exciting and challenging course that focuses on small businesses. Students have the opportunity to work in small teams to plan, set-up and operate a micro-business. Some of the units studied are contextualised to the micro-business, which makes learning enjoyable and relevant. Not only do students acquire subject knowledge but also many hard-skills from the experience of operating a business. Graduates of the course have commented on the usefulness of the skills they have learnt.

You will study the following units:

- Research and Plan a Marketing Campaign (Sub Dip & Diploma)
- Business Finance (Diploma)
- Business Decision Making (Diploma)
- Enterprise and Entrepreneurs (Sub Dip & Diploma)
- Launch and Run an Enterprise (Sub Dip and Diploma)
- Survival and Growth (Diploma)
- Intrapreneurship and Innovation in an Enterprise (Diploma)
- Optional units - Market research, Branding or Social Enterprise - TBC

METHODS OF ASSESSMENT

The course is 100% coursework based. The 8 units (4 at Sub Dip) are each assessed through assignments that will require the students to complete tasks that mirror those that would be asked of them in the workplace. Grades awarded are Pass, Merit and Distinction. A Distinction* is also achievable as an overall grade. At the end of the two-year course the points are added up to calculate the overall grade. For those going to university, your grade will hold equivalency with UK BTEC courses. You can also convert the points into A level equivalent grades. For example, a Distinction is equivalent to an A at A Level.

ENTRANCE REQUIREMENTS

5 GCSEs at grade 5 or above. No prior study of Business is required.

IS THIS COURSE FOR ME?

This course is well-suited to hard-working, highly motivated students that prefer coursework to examinations. Although the coursework load is significant, the outcome is much more controllable than an examination. In many cases, hard-working students have achieved superb results that have resulted in a strong application to university.

WHAT ELSE DO I NEED TO KNOW?

The BTEC is a 100% coursework only subject, there are no examinations involved. This does, however, mean that you will need to spend a significant amount of time completing work to a high standard outside of lesson time. Assessments may take the form of presentations, videos, performance logs, promotional materials and written documents.

This BTEC Subsidiary Diploma is equivalent to 1 A level. The Diploma is equivalent to 2 A Levels.

BTEC HOSPITALITY

WHAT IS BTEC HOSPITALITY ABOUT?

The BTEC International Level 3 Subsidiary Diploma in Hospitality is designed to give learners the opportunity to develop a range of technical and personal skills essential for successful performance in the hospitality industry. It provides full-time students with the chance to enter employment in the hospitality sector or progress to further vocational qualifications, such as the Pearson BTEC Higher Nationals in Hospitality Management.

HOW IS THE COURSE STRUCTURED?

This course requires students to complete six units over the two-year programme. Three units are mandatory, selected by Pearson, and the remaining three are optional, chosen by the College.

The Events in Hospitality unit allows students to plan and execute a hospitality event, covering budgeting, logistics, marketing, and post-event evaluation.

Our Asian and European Cuisine units focus on practical cooking sessions featuring dishes from regions such as China, Japan, and Thailand, alongside classic and contemporary dishes from France, Italy, Spain, and other parts of Europe. There is a strong emphasis on plating techniques, regional flavour profiles, and cultural influences.

All units are selected to cover a wide range of topics relevant to the hospitality and catering industry. Each unit is broken down into smaller tasks or scenarios designed to reflect real-life experiences in the sector. Students will demonstrate a variety of skills, including:

- Developing customer service and interpersonal skills
- Supervisory and organisational abilities
- Basic finance and costings
- Planning and managing hospitality events

In addition, students will experience external visits to hospitality establishments are also included to reinforce learning and provide real-world experience.

HOW WILL I BE ASSESSED?

BTEC Hospitality is 100% coursework based in the form a written portfolio of evidence. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P). All mandatory and optional units contribute proportionately to the overall qualification grade. Equivalent in size to one International A level. There are three mandatory units, of which two are assessed using a Pearson Set Assignment.

IS THIS COURSE FOR ME?

If you are the type of student who is enthusiastic about all areas of the hospitality industry, then this course is for you. Key attributes should include being highly motivated, a good communicator, strong willingness to learn and work hard; being organised and able to meet deadlines. You must also have a good command of written English, demonstrated by a grade 4 or above at GCSE and have a keen interest in Food.

WHAT ELSE DO I NEED TO KNOW?

The BTEC is a 100% coursework and controlled assessment subject - there are no examinations involved. This does, however, mean that you will need to spend a significant amount of time completing work to a high standard, outside of lesson time. Assessments may take the form of practical cooking activities, reports, studies, promotional materials and written documents. Missed deadlines or plagiarism will not be tolerated. Although work is internally assessed, the College has strict guidelines to adhere to set by the examination board.

WHERE COULD IT LEAD?

BTEC Level 3 Diplomas are valued by employers and Higher Education (universities and colleges). If you want to get a job straight away you could work in: Hospitality management, front of house, finance, customer service, the hotel industry or catering situations within the hospitality industry. If you decide to go to university or college you could take a degree or a BTEC Higher National in subjects such as: BTEC Higher National in Hospitality Management.

BTEC LEVEL 3 INFORMATION TECHNOLOGY

COURSE SUMMARY

Technology is at the heart of modern life and business. From the devices we use every day to the systems that power global organisations, Information Technology plays a vital role in how we communicate, work and make decisions. The BTEC Level 3 Information Technology qualification offers a practical and vocational approach to learning, combining industry-relevant knowledge with hands-on projects.

Students will develop an understanding of IT systems, infrastructure, networking and cyber security, alongside practical skills in website development using HTML, CSS and JavaScript. Depending on the route studied, students may also explore areas such as databases, spreadsheets, data analytics, digital graphics and emerging technologies.

The qualification is ideal for students who enjoy problem-solving, technology and creating digital solutions. Through a combination of coursework and practical assignments, students will build a portfolio of work that reflects real-world industry scenarios and prepares them for further study or employment.

WHY CHOOSE BTEC INFORMATION TECHNOLOGY?

Digital skills are among the most sought-after skills in today›s economy. Every industry relies on technology, creating a wide range of opportunities for those with IT knowledge and experience.

This course develops both technical and transferable skills that are valued by universities and employers. Students gain practical experience designing websites, analysing data, working with IT systems and solving realistic business problems. The blend of theoretical understanding and hands-on application makes BTEC Information Technology an excellent pathway into higher education, apprenticeships and careers within the digital sector.

IS THIS COURSE FOR ME?

This course is ideal for students who have an interest in technology and want to develop practical, real-world skills alongside their academic studies.

Whether you are considering a future in cyber security, software development, web development, data analytics, business technology or another technology-related field, this qualification provides an excellent foundation. It is also suitable for students who are unsure which area of IT they wish to specialise in, as it offers exposure to a broad range of digital technologies and career pathways.

CAREER PATHWAYS / KEY SKILLS DEVELOPED

BTEC Information Technology students will develop skills in:

- Developing customer service and interpersonal skilWebsite design and development
- Networking and cyber security
- Spreadsheet modelling and data analysis
- Database design and management
- Digital project planning and evaluation
- Problem-solving and critical thinking
- Communication and teamwork
- Research and presentation skills

Possible progression routes include:

- Information Technology
- Cyber Security
- Data Analytics
- Web Development
- Software Development
- Network Engineering
- Business Information Systems
- Digital Marketing

WHAT ELSE DO I NEED TO KNOW?

The course is assessed primarily through a combination of coursework, practical projects and externally assessed units. Students will be expected to work independently, manage project deadlines and apply their knowledge to realistic business scenarios.

A genuine interest in technology, problem-solving and digital innovation is essential. Students should be prepared to undertake practical development work and conduct independent research throughout the course. Access to a reliable laptop is strongly recommended, as many assignments involve the use of specialist software, web development tools and industry-standard applications.

Our goal is to ensure that students leave the course with the knowledge, skills and confidence needed to progress successfully to university, apprenticeships or a career within the ever-growing technology sector.

BTEC
SPORT

WHAT IS BTEC SPORT ABOUT?

BTEC sport is a vocational qualification, this can be completed as a diploma which is equivalent to two A levels or as a Subsidiary Diploma which is the equivalent to one A level. The course is ideal for those seeking employment within the sports industry. It consists of numerous units that cover a wide range of topics.

HOW IS THIS COURSE STRUCTURED?

Unit Content and Assessment
This course requires students to complete a specific number of units, over a two-year period. These units cover a wide range of topics, each of which are broken up into smaller tasks, which are designed so that the outcome reflect real life experiences of the sporting sector. Topics will cover a range of sporting concepts such as coaching, anatomy and physiology, organising events and nutrition.

Assessment
The course is assessed by using pass, merit and distinction criteria, each of which carries points weighting. At the end of the two-year course the points are added up. For those going to university, the points are then converted into UCAS points. You can also convert the points into an A level equivalent grade.

The specification has been structured to allow learners to cover a diverse range of areas related to sport, so that particular interests and career aspirations within the sport and active leisure sector may be developed within the content taught and units undertaken.

IS THIS COURSE FOR ME?

If you are the type of student who is enthusiastic about all areas of sport and its industry, then this course could be for you. You need to be willing to use/improve a number of different skills in order to pass this course. These include: organisational, investigational and motivational skills. You must also have a good command of written English, demonstrated by a Level 4 or above at GCSE.

WHAT ELSE DO I NEED TO KNOW?

The BTEC is a combination of assignments and controlled assessments, there are no external examinations. This does, however, mean that you will need to spend a significant amount of time completing work to a high standard, outside of lesson time.

Assessments may take the form of presentations, videos, practical performances and written documents. Missed deadlines or plagiarism will not be tolerated. Whilst students' work is internally assessed, the College has strict guidelines to adhere to from the examination board.

WHERE COULD IT LEAD?

BTEC Level 3 Diplomas and Subsidiary Diplomas are valued by employers and higher education (universities and colleges).

If you want to get a job straight away you could work in: Leisure Centres, Outdoor Activities Centres, Sports Coaching, Sport Development.

If you decide to go to university or college you could take a degree or a BTEC Higher National in subjects such as: Sports Studies, Sports Science, Leisure Management, Sports Business, Sports Media, and Teacher Training.

BTEC
TRAVEL & TOURISM

IS THIS COURSE FOR ME AND THE METHODS OF ASSESSMENT?

The course is assessed by using pass, merit and distinction criteria, these all carry points. For those going to University, the points are then converted into UCAS points, or converted into an A level equivalent grade.

If you are a student who is willing to participate, show initiative, be creative, enjoying learning about real places and real people, can work in groups and independently as well as enjoy traveling, geography and culture then this is the course for you.

The course is 100% coursework. There is no exam.

WHY SHOULD I DO IT?

Travel and Tourism covers a wide range of employment opportunities in the largest industrial sector and employee in the world. Globally 1 in 9 jobs are directly related to tourism. It is the fastest growing industry in the world. The availability, range and requirements for the different careers within the Tourism sector will always be sustained and is enormous, even as global levels of disposable income and countries in Asia develop rapidly the number of international travelers is ever increasing creating careers in airlines, management, agencies, hotels, with tour operators, managing attractions, conferences and events, hospitality and entertainment, the list is endless.

Dubai provides the perfect context for the study of this subject and its highly dynamic industry. Students will get many opportunities for hands on experience whilst studying the course, with visits to several key tourism industries here in the Emirate, completing a two week work experience, participating in residential visits and organising and participating in international trips.

WHAT ELSE DO I NEED TO KNOW?

The BTEC is a 100% coursework only subject - there are no examinations involved, although there are two assignments that are set by the examining board. You will be required to spend time completing work to a high standard, outside of lesson time. The work and assessments you produce may take the form of presentations, videos, performance logs, promotional materials and written documents.

This BTEC Diploma is equivalent to 2 A levels. The Subsidiary Diploma is equivalent to 1 A level.

WHERE COULD IT LEAD?

Travel and Tourism will allow access to a range of career and further education opportunities. A variety of higher education courses exist that are based around either leisure, travel or tourism management and a number of students will no doubt enter extended learning pathways or most likely they will go onto attend University courses in the United Kingdom and beyond, to study one of the vast range of degrees on offer. Alternatively, there are many careers that build on the Travel and Tourism Qualification, particularly prevalent within the UAE. The Travel and Tourism market is the most rapidly expanding area in the 21st century. Therefore if you are interested in any of the enormous range of career opportunities in travel and tourism, then look no further..

HOW IS THIS COURSE STRUCTURED?

The subsidiary course is made up of 4 units of study. Each unit will have an assignment brief with a vocational scenario that students will complete. The units include modules such as:

- World Wide Travel Destinations
- Marketing in Travel and Tourism
- Customer service
- Work Experience

Each unit has credits which students can gain a Pass, Merit or Distinction, these credits are then converted into UCAS points or/and A level equivalent grades. During the course students will develop a range of skills and techniques and improve their skills and attitudes essential for successful performance in working life.

CREATIVE & PERFORMING ARTS (CAPA)

KEY FACTS
Examining Board: RSL (Rock School London)

Syllabus/Code: Level 3 Diploma CAPA

COURSE SUMMARY

This is a purely vocational creative and performing arts course that does not involve a sit-down written exam. RSL is a popular exam board in the UK with over 350 schools & colleges offering this particular course. Its aim is to prepare students for the performing arts industry or further education. The course offers a potential 84 UCAS points which is equivalent to 2 A Levels.

Students can follow one of three pathways - Acting, Dance or Musical Theatre.

All students take the two internally assessed core units Performance Preparation, and Planning a Career in the Creative Sector together with 5 optional units from within their chosen pathway. There is an opportunity to choose one optional unit from a different pathway.

Students apply a range of skills, knowledge and understanding in preparation for employment/ further study. Units provide learners with knowledge and understanding of advanced concepts such as the style and context of performance genres, audition techniques, planning, repertoire, rehearsal schedules, the reviewing/analysis of performances and a solid grounding of practical/technical skills that will prepare them for employment or be developed in further studies.

Examples of units available are: acting workshop, ensemble dance performance, audition techniques, drama in the community, vocal techniques, working with masks or puppetry, approaches to acting and many more.

Each unit requires the students to evidence what they have achieved and prepared and produced for internal assessment. This can be achieved through a combination of audio recordings, video recordings and detailed write ups, as well as peer and tutor verbal/written feedback.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Students completing this course will have the skills to progress straight into the creative and performing arts industries. The course is divided into specific pathways offering the opportunity to undertake specialist learning that can be accurately matched to specific career sectors in the creative and performing arts industries. Occupational areas this qualification can lead to include:

- Actor
- Dancer
- Musical Theatre Performer
- Television or Film producer/actor/director

Learners can also progress into higher education courses such as degrees in Performing Arts, Music, Music Technology, Musical Theatre, Drama & Theatre Studies, Acting, Theatre Production, Film Studies, Dance, Dance Teaching, Arts Management, Marketing, Film/TV Production, Stage Skills & many more.

WHY CHOOSE RSL'S CAPA?

This is a rigorous advanced level qualification on a par with A levels, recognised by employers, conservatoires, colleges and universities and comes with many UCAS points. This course is for post16-students wishing to specialise in a specific industry, occupation or degree. It will equip students with specialist knowledge and skills, enabling entry to employment or progression to a related higher education course. CAPA offers students the flexibility to be independent in their approach to learning and removes the pressures of sit-down examinations. It is designed for the practical learner who enjoys participating in the performing arts both inside school and through ECA participation. DESS College has been recognised and awarded Centre of Excellence within the UAE and Internationally.

With specialist teachers in all areas of each unit, DESS College is excited to be the first school in Dubai to be chosento launch RSL's CAPA course to its students.

MUSIC PRACTITIONER (MUSPRA)

KEY FACTS
Examining Board: RSL (Rock School London)

Syllabus/Code: Level 3 Subsidiary Diploma

COURSE SUMMARY

MUSPRA has grown in popularity since being successfully introduced to DESS College in 2019. With staff, facilities and units designed to prepare our students for a future in either the Music industry or for future study at Music Conservatoires, MUSPRA offers practical musicianship in performing, composing and technology. This course no longer requires a sit down written exam. RSL is a popular exam board in the UK with over 350 schools & colleges offering this popular course. Its aim is to prepare students for the music industry or further education. This course offers a potential 84 UCAS points which is equivalent to 2 A Levels.

Students can follow any pathway within Performing, Composing, Music Technology & Music Business.

The range of available units allows you to specialise in a specific area of study or undertake units in a range of disciplines to broaden your skillset. There are 2 core units together with 5 optional units from within the chosen pathway. Students apply a range of skills, knowledge and understanding in preparation for employment/further study. Units provide learners with knowledge and understanding of advanced concepts such as the style and context of performance genres, audition techniques, planning, repertoire, rehearsal schedules, the reviewing/ analysis of performances and a solid grounding of practical/technical skills that will prepare them for employment or be developed in further studies.

Examples of units available are: Composing for Interactive Media, Listening to Music, Music Stage Management, Composing for Adverts & TV, Session Musician, Live Sound Recording and many more.

Each unit requires the students to evidence what they have achieved and prepared and produced for internal assessment. This can be achieved through a combination of audio recordings, video recordings and detailed write ups, as well as peer and tutor verbal/written feedback.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

Students completing this course will have the skills to progress straight into the music industry. The course is divided into specific pathways offering the opportunity to undertake specialist learning that can be accurately matched to specific career sectors in the creative and performing arts industries.

Occupational areas this qualification can lead to include:

- Session Musician
- Recording Artist
- Running a studio
- Musical Theatre Career
- Film Music Writer
- Composer
- Professional Performer

Learners can also progress into higher education courses such as degrees in a Conservatoire, Music, Music Technology, Musical Theatre, Music for Film, Television and many more.

WHY CHOOSE RSL'S MUSPRA?

This is a rigorous advanced level qualification on a par with A Levels, recognised by employers, conservatoires, colleges and universities and comes with many UCAS points. This course is for post16-students wishing to specialise in a specific industry, occupation or degree. It will equip students with specialist knowledge and skills, enabling entry to employment or progression to a related higher education course.

MUSPRA offers students the flexibility to be independent in their approach to learning and removes the pressures of sit-down examinations. It is designed for the practical learner who enjoys participating in music performance, composition, production or technology both inside school and through ECA participation.

With specialist teachers in all areas of each unit, DESS College is excited to be the first school in Dubai to be chosento launch RSL's MUSPRA course to its students.

LAMDA

KEY FACTS
Examining Board: LAMDA

COURSE SUMMARY

Founded in 1861, LAMDA is the oldest drama school in the UK who started to offer examinations in speech and drama to the public over 130 years ago. Since then, LAMDA have developed an enviable reputation for excellence in the provision of Communication and Performance examinations within the UK and internationally.

LAMDA: Grade 8 Acting Examinations:
Our Acting examination learners develop their vocal, physical and interpretive skills while they delve into characters and explore the background of dramatic texts. Alongside producing authentic performances of their chosen scenes, they also gain an understanding of the context and characters within them. For this examination, students will learn 3 monologues from different time periods that they will perform from memory to an examiner. Learners will then be tested on their theoretical knowledge of these texts within discussion.

LAMDA: Grade 8 Musical Theatre Examinations:
Our Musical Theatre learners develop their acting skills through song. They use vocal techniques to convey the right mood and engage with the material to form a thoughtful interpretation of the song. They'll also deepen their understanding of the history of musical theatre by performing songs from a range of eras, and by researching the work and influence of one of its composers or lyricists. Learners will perform three songs from memory, integrating their knowledge and skills to demonstrate a mature understanding of the material. Learners will then be tested on their theoretical knowledge of these musical numbers within discussion.

LAMDA: Grade 8 Speaking in Public Examinations:
Speaking in Public exams prepare our learners for a task that daunts so many people. Learners write their own speeches, researching the topics, creating visual aids and presenting them from memory. The course is designed to develop the skills necessary for effective oral communication and public presentation. Learners will write and present two speeches of their choice and then a further impromptu speech on the day of the examinations. Learners will then be tested on their theoretical knowledge of speech styles.

Our Grade 8 examinations provide students to gain a potential 30 UCAS points.

You need to commit to 1 timetabled lesson per week in preparation for your examinations in June.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

LAMDA examinations support all university applications for all possible degrees. They will enhance your personal statement and will provide the opportunity to expand vocabulary to improve the powers of self-expression. The process of preparing for and succeeding in a LAMDA examination helps learners, whatever their aspirations, to develop a broad range of skills that will serve them throughout life.

Examinations develop a Learner's ability to:
- Read easily, fluently and with good understanding
- Improve confidence in speaking and listening
- Memorise and recall information
- Research and create persuasive formal presentations
- Create and defend arguments
- Engage in constructive informal conversation

WHY CHOOSE LAMDA?

LAMDA examinations are designed to develop your life skills, such as clear communication, self-confidence and presentation ability through the creative platforms of drama, literature and music. They will support your personal statement and also provide you with the opportunity to achieve a further 30 UCAS points.



EXTENDED PROJECT QUALIFICATION (EPQ)

KEY FACTS
Examining Board: AQA

Syllabus/Code: 9773

COURSE SUMMARY

The Extended Project Qualification (EPQ) is a Level 3 qualification which is highly respected by universities and also contributes tariff points to UCAS applications. It is not, however, intended to replace A-level or BTEC courses; rather it is a supplementary qualification that compliments a Sixth Form academic programme. As such is a vital element of the College's super-curriculum that seeks to extend student expertise beyond the curriculum.

The EPQ will develop and extend from one or more of the student's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student and agreed as appropriate by the Coordinator.

Students are required, with appropriate supervision, to:

- Choose an area of interest
- Draft a title and aims of the project for formal approval by the centre
- Plan, research and carry out the project
- Deliver a presentation to a non-specialist audience
- Provide evidence of all stages of project development and production for assessment

Students have a choice of two possible paths to complete the EPQ:

1. 5000 word report that is based on academic research
2. An artefact or made object that is based on an area of research. This is supported by a written report of no less than 1000 words.

The flexibility is what makes the EPQ so exciting; students can experiment with their chosen area(s) of interest and decide on the outcome that best suits their project. The final stages of the project is a presentation to a live audience of peers, teachers and parents.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

The EPQ supports a university application for all possible degrees. It enhances a personal statement and provides valuable experience that can help with interviews, motivational essays and letters of application. Universities value the EPQ because it encourages students to go well beyond the curriculum, learning research skills, critical thinking and the conventions of academic writing that will be invaluable when they are undergraduates.

WHY CHOOSE EPQ?

Apart from contributing UCAS tariff points, the EPQ fosters valuable research skills and many of the conventions of academic writing nurtures intellectual curiosity. Students rarely have the opportunity to explore their own interests and the EPQ truly allows this. In particular, conducting primary research is an experience that many relish: activities such as interviewing experts; designing and conducting surveys and questionnaires; analysing data; and building computer models; is what makes this a unique, life changing qualification.

COURSE ORGANISATION

As part of the EPQ programme, student receive one taught lesson per week. In the first term, students follow the DESS College Advanced Research Skills Programme that teaches them key skills. At the end of the term, they are required to hand in a Research Proposal indicating the intended direction of their project. Providing this is of satisfactory quality, students will move onto their EPQ project in the second term of Year 12. It is important to stress that students are only taught generic skills and not subject content. They will therefore conduct their own research and much of the work will be completed independently. Although each student will be allocated a supervisor, their role is exclusively one of a coach or mentor and not teacher Thus, the EPQ is a highly demanding qualification that requires resilience, flexibility and tenacity.

AS CLASSICAL STUDIES

KEY FACTS
Examining Board: Cambridge International

Syllabus/Code: 9274

COURSE SUMMARY

You will begin this new and exciting course in September of Year 12 and sit the examination in October of Year 13. You will study a diverse range of ancient sources and material, including classical literature, philosophy, politics, art, archaeology, and history. By studying the society and culture of Ancient Greece and Rome, you will learn about the birth of Western civilisation and its interaction with the East.

In the Greek Civilisation component of the course students will learn about the achievements of Alexander the Great and his impact on the world. Through the study of a selection of biographical works and other fascinating sources you will explore the life of Alexander with particular reference to his campaigns, military achievements and personal characteristics.

The second component centres on Roman Civilisation and the reign of Augustus. You will explore Augustus' rise to power, his foreign policy and his legacy through close analysis of historical sources, literary texts and artifacts.

AS Classical Studies will enable students to learn about the culture and beliefs of the ancient Greeks and Romans in a multi-disciplinary subject involving the study of ancient thought and ideas, and the ancient historical context.

CAREER PATHWAYS/KEY SKILLS DEVELOPED

If you are looking to apply to university, AS Classical Studies can be extremely useful. You not only acquire specific Classical knowledge, but also important transferable skills such as analysing sources and developing independent, critical and evaluative approaches. You learn to formulate and support an argument and develop a valuable understanding of cultures very different to your own. The skills and knowledge that you develop will be invaluable in helping you prepare for university.

WHY CHOOSE AS CLASSICAL STUDIES?

The study of the Classical world can help in our understanding of contemporary events. Ancient Greece and Ancient Rome have shaped modern perspectives on topics ranging from Politics to Art. AS Classical Studies will be a hugely enjoyable and challenging subject that will enhance your critical thinking skills and capacity to empathise with people from different cultures.

NAME	ASSESSMENT TYPE	WEIGHTING (%)
Paper 1	Examination | 3 hrs	100

DESS COLLEGE SIXTH FORM

CLASS OF 2029

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