أكاديمية جيمس ويلينغتون واحة السيليكون

GEMS Wellington Academy

SILICON OASIS

World Class, World Ready

POST-16 PATHWAYS

Post-16
Contents page

Subject Group One
English Language and Literature

Subject Group Two
French and Spanish Ab Initio
French and Spanish B
German and Italian Ab Initio
Arabic

Subject Group Three
Geography
History
Business Management
Economics
ITGS
Psychology

Subject Group Four
Biology
Chemistry
Physics
Environmental Systems and Society
Design and Technology
Sports Exercise and Health Science
Computer Science

Subject Group Five
Mathematics:
Analysis and Approaches
Mathematics:
Applications and Interpretation

Subject Group Six
Visual Arts
Theatre
Music
Film
Dance
Business Management
Economics
Psychology

Head of Post-16

A welcome message

I am incredibly proud and privileged to be able to introduce myself as the Head of Post-16 at GEMS WSO. As an IB teacher who graduated through the A-Level system, I feel well-placed to head up the Post-16 provision at WSO and help guide your children on the bespoke pathway they choose.

I believe, wholeheartedly, that the opportunities we offer here afford our students a truly personalised pathway in subject areas they are genuinely passionate about. Irrespective of the pathway that students choose to follow at WSO, our aim is to prepare them for the next step following Post-16.

IB DIPLOMA PROGRAMME

IB CAREER RELATED PROGRAMME

GCE A-LEVELS

BTEC

BTEC AND A-LEVEL

> Students at WSO benefit from access to an extensive range of co-curricular activities alongside their academic studies

For the majority of our students, that is university; for some, that might be an apprenticeship or some vocational training. Whatever their plans, the aim of our Post-16 programme is to foster in our students an independence and confidence that will prepare them for success. At Post-16, gone are the days of overreliance on teachers; instead, resilience and determination to find solutions and take responsibility for learning dominates the ethos of our learning community, and at the heart of that is the learner who recognises that he or she is ultimately in control of how they learn and what they do to make progress in their studies.

The broadest Post-16 curriculum in the GCC is underpinned by outstanding pastoral care and guidance, meaning our students feel happy and supported at all stages of their learning. Students at WSO benefit from access to an extensive range of co-curricular activities alongside their academic studies including our exceptional sports and performing art provision which continues to gain international recognition and accolades.

With over two hundred years of A-level teaching, one hundred years of IB teaching, and a further hundred years in BTEC, our experienced staff, experts in their fields of study, are here to facilitate this journey, offering support and guidance on the pathway to their next goal.

I am delighted to be able to, in the next few pages, introduce you to the Post-16 team. This team of teachers and leaders use their own experiences and skills to support our students in the many facets of Post-16 life. Be it the extended essay or the EPQ qualification, theory of knowledge or careers guidance, this team offer a wealth of experience in their respective fields.

Matthew James

Head of Year 13: Jack Luffman

I have been at WSO since 2017, firstly as Head of Media and, since 2019, part of the Post-16 leadership team, helping to develop the extensive range of pathways we now offer. I have been in education for 17 years and have a wealth of experience within Post-16 provision and I am delighted to continue this as Head of Year 13 for the forthcoming academic year, continuing the relationships I already have with this year group.

Year 13 is undoubtedly an exciting and somewhat pressurised year but together we will ensure that the journey is as smooth and as rewarding as possible. Every student's success looks different but aspiring to achieve and learn beyond the walls and boundaries of the school building and day is what our senior students will be striving for.

Away from work, I am an avid sports fan playing cricket still to a high level here in Dubai; endeavouring to get my handicap down at golf on the many unbelievable courses here in the UAE and following by somewhat underachieving football team, the mighty Tottenham Hotspur.
During lockdown I joined forces with Head of Physical Education, Stuart Booth, to create a podcast called 'Sporting Jibberish', where we discuss and debate the world of sport on a weekly basis but most of all have lots of fun doing it and we recently celebrated pour one year anniversary and have recorded more than 50 episodes including some live on YouTube and other streaming platforms. Spending time with my wife travelling and relaxing by the pool with a good book are also favourite past times of mine.

Head of Year 12: Britny Goulet

I have been at WSO since 2014. I joined as Media and Film teacher. I was Head of Ruby House, starting in 2016, and it has always been my philosophy that a strong pastoral care system will be the driving force behind educational success. I am delighted to be the Head of Year 12, bringing with me over five years' experience as a pastoral leader and a career of working closely with KS5 students. With a designated lead for the year group we will prepare a unique Year 12 cohort, who have never experienced national exams, to work though Year 12 and enter Year 13 as confident and competent young people who will achieve. Year 12 students will learn and practice well-being strategies, have outlets to discuss issues and ideas, and play a dominant role in shaping their own educational experience. Year 12 will prepare our students for both the pressures and the successes that lie ahead.

In my time outside of the Academy I am an avid reader. With an undergraduate degree in English Literature I've never lost the need to read. I swim to keep fit and Netflix to keep calm – although I think I have been consuming too much true crime as of late. I am a true world traveller and am MOST looking forward to the world opening back up so I can plan my next adventure. Speaking of adventures, I can't wait to embark on the next stage of Year 12s' educational journey. Many of the students in this cohort, I remember walking through the door on their first day of Year 7.

IBDP Coordinator: Joel Nainie

An Australian national, I have been teaching abroad in Brunei, Hong Kong, Oman and now Dubai for the past 20 years. Four of these years have been spent at Repton, Dubai and three years at Jumeirah English Speaking School, Ranches. I am delighted to be the IBDP Coordinator at WSO and I look forward to seeing how the 10 aspirational qualities of the IB Learner Profile can be embedded in the curricular and pastoral offering. In particular, I am passionate about how internationalism, understanding the cultural reference points of other cultures, can find expression in teaching to develop more tolerant, open minded and balanced learners. I am inspired by how the IB curriculum aims to promote the ethos of a compassionate citizenry in CAS as well as the challenge and criticality of the Extended Essay in the core. I teach English and Theory of Knowledge and I'm excited about working with my colleagues, getting to know and support students, and being part of the WSO community.

EPQ Coordinator : Charlie Cook

Starting at WSO in 2018, I have worked as a Business and Economics teacher and as the EPQ Coordinator. I moved to Dubai with my wife and two daughters. All are at WSO! Having spent my life growing up near Cambridge, England, I graduated with a Sport Studies and Business Studies degree and, life before teaching, I was an assistant cricket development officer; sports coach; and owner of a HR, Recruitment and Training services company.

My educational philosophy is on focusing on developing habits and skills for life, not just those needed to pass exams. Having a broad, balanced, relevant, and differentiated set values for every student I believe is crucial to achieving their goals at school and in the future. I love bringing real life scenarios into the classroom and find that my experience in industry, my subjects, and the EPQ as a course allows students to really spread their wings and set them up for the next steps in to the wider world

My teaching career to date has involved pastoral roles in Post-16 in the UK, Post-16 careers lead and an examiner of A level and BTEC Business Studies qualifications. Ironically, I'm also quite the cook! and have a passion for creating great food in the kitchen. In addition to this, interests still are much around sport in particular rugby union and cricket.

EE Coordinator – Angharad Hodgson

I have been teaching at WSO for four years. I teach Spanish and I am also the Extended Essay Coordinator. As a Spanish teacher, one of my passions is introducing a sense of adventure to our lessons, and teaching lessons in a way which inspires students to take on new challenges and explore as much of the world as they can. As the coordinator of the Extended Essay, I aim to equip our students with the tools they need for university, through the teaching of research skills, academic writing, and critical thinking. I will be working closely with the TOK and CAS coordinators, Mrs. Walby and Mr. Fogarty, to implement and ensure a successful and engaging Core programme. I love working with the Post-16 team and thoroughly enjoy my time with the students. The EE allows them the chance to develop essential skills for university and I see my work as essential in preparing our students for further study.

TOK Coordinator: Hannah Walby

I teach English and Theory of Knowledge and I joined WSO 10 years ago when it first opened its doors and I'm delighted to lead on IBDP Theory of Knowledge (TOK). I also lead debating in the school which lends itself well to the critical thinking and discussions that students will participate in during the TOK course. TOK involves looking at what we already know through different lenses and questioning how knowledge is created, validated, and communicated. These principles underpin all subjects and I hope to instil this critical mindset in the students across the diploma. I can't wait to hear what students have to say about the perspectives, thinkers and ideas we will encounter in our TOK lessons and I look forward to seeing them develop into critical thinkers ready to take on the next steps of their educational journey.

CAS and DoFE Coordinator: Paul Fogarty

I started at GEMS WSO in 2017. I am absolutely delighted to be a part the P16 team as CAS Coordinator. I previously held the role of Duke of Edinburgh (DofE) Coordinator at WSO and I am excited to be able to unite both roles as I am extremely passionate about the importance of extra-curricular activities and this is my focus with the Post-16 students at WSO.

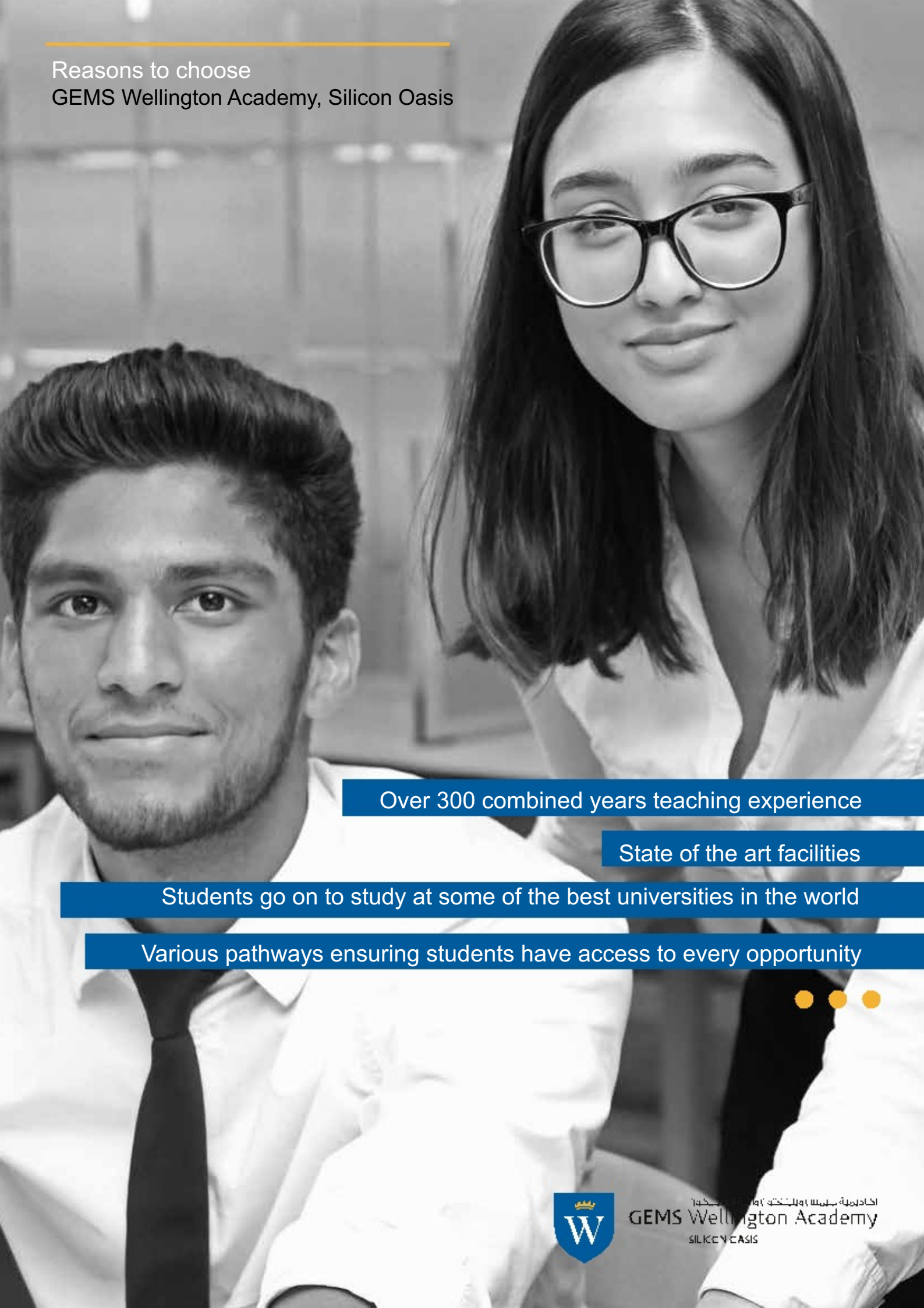
I support and guide our students in developing a wide range of skills and attributes with the overall focus being on our students becoming 'world ready'. I am extremely excited to be working alongside such a fantastic P16 team and I relish the opportunity to have a truly positive impact on the lives of our students.

Post-16 Uniform

At WSO we are proud that we afford our students the chance to write their own story and to follow the correct pathway for them to become world class, world ready. To allow them to do that our Post -16 students have been given the opportunity to be a little more individual in their dress code.

Some parents are understandably asking about the change of uniform for our Post-16 and whilst we are still in a professional setting, and our students' clothing will reflect this, we also want to remind them that they are individuals and that they can wear a different coloured tie if they want; they can wear brown shoes if they work better with their navy trousers; and they can wear a pin striped shirt.

All of these choices are the first steps towards our Post -16 students becoming responsible individuals. No longer will they be expected to wear *and be* uniform, but can write their own story, follow their own pathway, in their own style." Many outsiders judge a school by the appearance of its older students and our policy has been adapted from GEMS staff appearance and dress code policy. As Post 16 students, the expectation is that you look and dress like young professionals. *If you have to stop and think whether what you are wearing is suitable, then it is probably not!*



Reasons to choose
GEMS Wellington Academy, Silicon Oasis

Over 300 combined years teaching experience

State of the art facilities

Students go on to study at some of the best universities in the world

Various pathways ensuring students have access to every opportunity

GEMS Wellington Academy
SILICON OASIS

Application
Process

All students admitted to Years 5 - 13 will be required to sit an age-related test to ensure that he / she is prepared for the high-quality education on offer at WSO. For Post-16 Students, a formal interview with a member of the team will also be required. In addition to this, students will need to demonstrate the following:

Full commitment to their studies.
Utilise non-contact time productively.
Become independent learners.
Take responsibility for their own learning.
Embrace all opportunities presented to them.
Undertake community service, especially within the Academy.
Undertake positions of responsibility and leadership.
Act as positive role models for the rest of the Academy.
Deliver at least one assembly to the year group during the year.
Be approachable and available to support and assist younger students.
Have a high level of attendance during the academic year.

Still unsure?

If you need further information regarding our admissions process, please do not hesitate to contact us. We are here to help.

The offer of a place is not based on the test, and all parents should provide WSO with the most recent copy of the student's school report when submitting an application.

The IB Programmes at WSO

An IB world School

آكاديمية جيمس ويلينغتون واحة السيليكون
Wellington Academy

The IB programmes at WSO present a combination of academically rigorous, yet holistic curricula that 'aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect' (IB Mission Statement).

The IB programmes promote the education of the whole person, emphasising intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, these programmes cover the breadth for educating the whole person as a lifelong learner.

The breadth of the programme and the focus on internationalism and critical thinking in the parameters of a robust curriculum are recognised as an excellent preparation for university and beyond. One of the driving motivations for implementing IB programmes is the fact that it is acknowledged by universities worldwide as an excellent qualification and it is particularly sought after by the world's top universities.

We believe that all IB Programmes are 'student-centred but teacher-led'. The selection of courses covered under the six groups of the IB Diploma Programme (IBDP) or the IB Career-related Pathway (IBCP) covers substantial variety for students. All IB subjects have uniquely designed internal and external assessment structures which o er enough scope for students to become independent lifelong learners.

All IB Programmes cover an exciting and challenging curriculum that requires students to have an excellent work ethic along with an extremely resilient approach to learning in order to succeed. The main aim of these programmes is to foster independent, lifelong learners who are knowledgeable, principled, open-minded, caring and balanced with an inquiring mind and the ability to take risks and communicate effectively.

The core components of the IBDP and IBCP, namely Theory of Knowledge (TOK) and Approaches to Learning (ATL), Extended Essay (EE) and the Reflective Project (RP) and finally Creativity, Action, Service (CAS) and Personal and Professional Skills (PPS) encourage students to take part in creative and service-oriented activities, while at the same time emphasise the importance of reflection on a personal and academic level, along with developing an academic diligence in students essential for higher education.

The IBCP is a framework of international education that incorporates the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning.

The IBCP's flexible educational framework allows WSO to meet the needs, backgrounds and contexts of its students through the creation of a programme of study that incorporates a career-related course with two or three IB Diploma Courses.

In addition, students undertake four core components: Service Learning, the Reflective Project, Language Development, and Personal and Professional Skills. The IBCP Core specifically promotes attributes of an IB education such as reflection, open-mindedness, communication and thinking.

The IB Diploma Programme
IBDP

أكاديمية جيمس وليلنغتون واحة السيليكون
Wellington Academy

Our offering for the IBDP programme at WSO is outlined in the table below. Students choose three subjects at Standard Level and three at Higher Level. Standard Level subjects contain 150 hours of teaching time over the two years, whilst Higher Level subjects have 240 hours of teaching time. Higher Level is differentiated from Standard Level by the depth and breadth of work studied as opposed to the difficulty per se. Some Standard and Higher Level classes may be joined.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
English	Languages	Individuals and	Experimental	Mathematics	The Arts and
		Society	Sciences		Electives
	French HL/SL	History HL/SL	Biology HL/SL	Mathematical	Visual Arts HL/
	French Ab	Geography HL/	Chemistry HL/	Analysis and	SL
SL	Initio SL*	SL	SL	Approaches (SL	Theatre HL/SL
English	Spanish HL/SL	Business &	Physics HL/SL	and HL	Music HL/SL
Language &	Spanish Ab	Management	Computer	Mathematical	Film SL/HL
Literature HL/	Initio SL*	HL/SL	Science HL/SL	Applications	Dance SL/HL
SL	Mandarin Ab	Economics HL/	Design and	and	Economics HL/
	Initio SL*	SL	Technology HL/	Interpretation	SL
	Italian Ab Initio	Digital Society	SL	(SL and HL)	Biology SL/ HL
	SL*		Environmental		Chemistry HL
	Arabic B HL/SL		Systems &		Physics SL/HL
	German Ab		Society (SL		Business &
	Initio SL		only)		Management
		Psychology HL/	Sports, Exercise		SL/HL
		SL	& Health		Psychology HL/
			Science (SL		SL
			only)		

**Ab Initio language is an entry level language focusing more on conversational language – students choosing Ab Initio courses are not expected to have any prior language study in the chosen language. **Subjects covered will be dependent on student interest. The Academy, however, is committed to covering as many subjects as possible to maximise the opportunities for our cohort*

> The strength of the IBDP is the variety if offers its students. For those not entirely sure of their next steps, the security of a broad and varied curriculum is often comforting

University Recognition IBDP

The IBDP is widely recognised and often pursued by universities around the world as a qualification of excellence. Students wishing to study in the UK are given very generous UCAS points with an IBDP pass. Many universities in the United States even give advanced credit for IBDP graduates. Nevertheless, like all high school qualifications, it is important to check your target university to see specific university and course requirements. WSO will o er clear, informed guidance on university selection and tertiary options over the course of the IBDP.

Curriculum

The IBDP is a comprehensive two-year pre-university course that aims to prepare students for the rigours of university, but also to be caring, compassionate, global citizens with an appreciation of lifelong learning. Students are examined at the end of their second year as well as being assessed through internal assessment.

Whilst subjects in the IBDP are no harder individually than traditional sixth form subjects, the requirements that students do a broad range of subjects including the core mean that the IB Programmes provide a curriculum of breadth. Because of this, graduates with IB qualifications are not only recognised, but are highly sought after by universities around the world.

The IB Core
A golden thread of learning

As well as this, students take 'The Core' – three courses that challenge the traditional model of education, prepare them for university and help them develop as a learner and person.

Theory of Knowledge

What counts as knowledge?
How does knowledge grow?
What are its limits?
Who owns knowledge?
What is the value of knowledge?
What are the implications of having, or not having, knowledge?

TOK is a course based on the seemingly simple question, "How do we know?" The TOK course encourages critical thinking about knowledge itself with the aim of trying to help young people make sense of what they encounter. By its very nature, TOK is an interdisciplinary course that aims to identify and critically analyse how we learn, by transcending and unifying different academic areas, as well as encouraging appreciation of other cultural perspectives, in an attempt to arrive at a coherent approach to learning.

The course encourages students to share ideas with others and to listen to and learn from what others think. In this process, students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Students will learn to make connections between knowledge encountered in different IBDP subjects, in CAS experience or in extended essay research and learn to make distinctions between different kinds of knowledge.

The Extended Essay

The Extended Essay (EE) is an in-depth study of a topic from within one of the IB's approved subjects. Students are required to plan, research and write a 4,000-word essay on a subject of their choice. It provides students with an opportunity to undertake independent research and academic writing. The assessment criteria place emphasis on the process of research and reflection, communicating ideas in a compelling way, and presentation.

Students will be allocated an extended essay supervisor who will assist in the planning and drafting of the essay, along with comprehensive instruction on how to research, draft and annotate their work. The EE is seen by universities as a very positive and preparatory undertaking because it ensures students have had access to the conventions of extended writing, research skills and intellectual honesty.

Creativity, Activity, Service

CAS is a core requirement for all IB students. This requires students to participate in extra-curricular activities related to creativity, action and service and underpinned by the idea that the students "think globally, act locally". This area of the IBDP is where the student can develop their personal interests and try out new things and is core to the whole ethos of the IB in developing internationally aware, healthy young people. The requirement of meeting seven defined outcomes spread across the three areas over two years is an expansive opportunity for students to cultivate themselves beyond the purely academic rigours of school life.

At WSO, we offer a comprehensive array of creative activities, events such as the World Scholar's Cup, expeditions to Nepal, Borneo and Vietnam, the Model United Nations, sports, expeditions and service-related opportunities to allow students to complete the specific requirements of this core component while also providing them with structured support at all stages through the utilisation of the online ManageBac system. Activities planned and completed as part of the CAS programme significantly augment a student's curriculum vitae and helps differentiate them at both university and employment-related interviews.

CAS is defined as follows:

Creativity
Exploring and extending ideas Leading to an original or interpretive product or performance.

Activity
Physical exertion contributing to a healthy lifestyle.

Service
Collaborative and reciprocal engagement with the community in response to an authentic need.

IB Learner Profile

The Foundation of Learning

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyses and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate e effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives, intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

> The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Subject Group One
IBDP

English Language and Literature

Standard Level and Higher Level

English Language comprises of 3 parts: Readers Writers and Texts, Time and Space, Intertextuality. Across all parts of the course students will study a range of literary and non-literary texts centred around global issues. Throughout the course, students compile a learner portfolio consisting of their analysis of texts, records of discussions and reflections.

What skills will you develop?

Through studies in Language and Literature, you will acquire a lifelong interest in language and literature, and a love for the elegance and richness of human expression. The course aims to develop skills of literary criticism, an understanding of the stylistic and aesthetic qualities of texts, strong powers of expression (both oral and written), an appreciation of cultural differences in perspective and an understanding of how language challenges and sustains ways of thinking.

How will I be assessed?

The assessment is as follows:
SL: Two external examination papers representing 70% of the total marks and an internal oral assessment representing 30% of the marks. HL: Two examination papers representing 60% of the total marks, a critical essay worth 20% and an internal oral assessment also representing 20% of the marks.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent)
to enter Post-16; and a C (5) grade in both English Language and Literature at IGCSE (or equivalent) for SL, or a B (6) grade in both at GCSE (or equivalent) for HL.

Who should take this course?

The course provides opportunities to study a broad range of texts that allowing you to grow to appreciate a language's complexity, wealth and subtleties. You will also improve your essay-writing and presenting, skills which will be valuable to you whatever future path you take.

What are my future prospects?

English is one of the facilitating subjects and is highly regarded as academic by top universities of The Russell Group and others around the world. It will equip you for a career in business as much as for a career in Law, Media or even Medicine. In truth, any career.

Subject Group Two
IBDP

French and Spanish B

Standard Level and Higher Level

Language B courses are intended for students who have had some previous experience of learning the language and may be studied at either HL or SL.

Language B topics cover a wide range of subject matter under; identities, experiences human ingenuity, social organization and sharing the planet.

Higher Level students will also be required to read two works of literature in their language of study.

What skills will you Develop?

French and Spanish place a premium on the development of critical thinking skills. You will also learn how to conduct in-depth academic research, develop advanced argumentative essay writing skills and master the interpretation of data and other sources.

What qualifications Will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16; and a 6 in French or Spanish GCSE (or equivalent) for SL, or an 8 in French or Spanish GCSE (or equivalent) for HL.

How will I be Assessed?

External assessment at SL consists of reading exercises to demonstrate understanding of authentic print texts, listening exercises to demonstrate understanding of spoken language and a writing task of 250 to 400 words based on the themes studied.

External assessment at HL consists of exercises to demonstrate understanding of authentic print texts, listening exercises to demonstrate understanding of spoken Language and a writing task of 450 to 600 words based on the themes studied. Internal assessment, at both SL and HL, tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills).

SL individual oral assessment consists of a conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. HL individual oral assessment consists of a conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

Who should take this Course?

If you have a passion for languages and also want to understand the cultures of French and Spanish speaking countries around the world at the same time, this is the course for you. It allows you to develop your language skills through studying a wide range of material from a number of countries, and talk about current a airs in Europe, Africa, South America and the rest of the world.

What are my future Prospects?

Not only are there thousands of French and Spanish language courses around the world, there are many other language courses where an existing ability in a language such as French or Spanish would be considered a huge advantage. Nowadays, graduates with language skills may find jobs as varied as politics and diplomacy, business, tourism and travel.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Mandarin Ab Initio

Standard Level

This is a blended subject

Language Ab Initio courses are for beginners, that is students who have little or no previous experience of learning the language they have chosen. Mandarin is exclusively an online course through Pamoja. There are five prescribed themes, namely, identities, experiences, human ingenuity, social organisation and sharing the planet.

The topics covered under each theme are; Identities: personal, attributes, personal relationships, eating and drinking and physical well- being; experiences: daily routine, leisure, holidays, festivals and celebrations; human ingenuity: transport, entertainment, media, and technology; social organisation: neighbourhood, education, the workplace and social issues; sharing the planet: climate, physical geography, the environment and global issues.

What skills will you Develop?

Students can expect to develop critical thinking skills, learn how to communicate confidently and creatively in another language, and develop an appreciation for other countries and cultures.

What qualifications will you need?

Students will need five GCSE A* – C (9 - 4) grades (or equivalent) to enter the Post-16. As Ab Initio is a beginners course, students should not have any prior knowledge and understanding of the language. The school can provide advice on how students can spend a small amount of time per week developing a basic understanding of the language before the course starts, to allow students to 'hit the ground running'.

How will I be assessed?

Assessment will be both formative and summative and fully in accordance with IB criteria. The IB assessment consists of two parts: external assessment and internal assessment. The external assessment assesses students' productive and receptive skills, namely, writing, listening comprehension and reading comprehension. The internal assessment is a conversation with the course teacher based on a visual stimulus and at least on additional course theme.

Who should take this course?

Languages open up the world to you! By speaking another language, you will have the confidence to travel and meet people from other cultures.

What are my future prospects?

This course could be the start of a lifelong fascination and involvement with languages! Some universities provide foundation years in which you could build upon your current language ability; you might decide to start from afresh with a new language. Furthermore, language students who possess critical thinking skills and are more open-minded than others are very attractive to universities and employers. After that, who knows?

مادة اللّغة العربيّة :المستوى الأوّل والثّاني :الباكلوريا الدّوليّة
Arabic B Standard Level and Higher Level

ماذا سأدرس؟

يتناول منهاج اللغة "ب" مجموعة من القضايا ضمن المحاور التالية: الهويّات – نتشارك الكوكب – التجارب – البراعة البشرية – التنظيم الاجتماعي.
بالنسبة للمستوى العالي سيكون عليهم دراسة عمين أدبيين بالإضافة لهذه المحاور.

ماذا سأطوّر؟

سأتمكن من خلال دارسة هذا المنهاج من تغيير نظرتي نحو ذاتي ونحو العالم الذي أعيش فيه ، كما سيتيح لي هذا المنهاج إمكانية تطوير التفكير النّقدي المتسائل وتحويله إلى آلية من آليات المعرفة وسبل تحصيلها

التّقييم

أشكال التقييم		
التّقييم الخارجيّ		75%
الورقة الأولى	الكتابة	25
الورقة الثّانية	الاستماع والقراءة	50
التقييم الداخليّ		
الاختبار الشّفهيّ الفرديّ	المستوى العادي: من المحاور المدروسة. المستوى العالي: من الأعمال الأدبية.	25%

لماذا البكالوريا الدولية؟

لاكتشاف قضايا فكريّة محليّة ودوليّة
من أجل تعزيز روح الاكتشاف والاستمتاع بالتعلم
لتغيير نظرتنا نحو العالم.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

French and Spanish Ab Initio

Standard Level

This is a blended subject

Language Ab Initio courses are for beginners (that is, students who have little or no previous experience of learning the language they have chosen). These courses are only available at standard level.

The topics studied are varied and provide students with a sound, relatively advanced conversational and written standard of the language. Specific subject matter may include employment; environmental concerns, global issues, transport, and relationships.

What skills will you develop?

Students can expect to develop critical thinking skills, learn how to communicate confidently and creatively in another language, and develop an appreciation for other countries and cultures.

> As a 'big school' we have successfully been able to implement 'smaller communities of learning' that place strong emphasis on individual student development, well-being, safety and inclusion.

What qualifications will you need?

Students will need five GCSE A* – C grades (or equivalent) to enter Post-16. As Ab Initio is a beginners course, students should not be required to have any prior knowledge and understanding of the language.

The school can provide advice on how students can spend a small amount of time per week developing a basic understanding of the language before the course starts, to allow students to 'hit the ground running'.

How will I be assessed?

External assessment consists of exercises to demonstrate understanding of authentic print texts, two short writing exercises and a written assignment. Internal assessment tests students' abilities in listening and speaking in a genuine conversation format. It consists of a presentation and follow-up questions based on a visual stimulus, and a general conversation with the teacher based in part on the written assignment.

Who should take this course?

Languages open up the world to you! By speaking another language, you will have the confidence to travel and meet people from other cultures.

What are my future prospects?

This course could be the start of a lifelong fascination and involvement with languages! Some universities provide foundation years in which you could build upon your current language ability; you might decide to start from afresh with a new language. Furthermore, language students who possess critical thinking skills and are more open-minded than others are very attractive to universities and employers. After that, who knows!

German and Italian Ab Initio
Standard Level

Language Ab Initio courses are for beginners (that is, students who have little or no previous experience of learning the language they have chosen). These courses are only available at standard level.

The topics studied are varied and provide students with a sound, relatively advanced conversational and written standard of the language. Italian Ab Initio not only covers essential vocabulary and grammar, but also key elements of German and Italian life and culture such as food, leisure, family relationships and entertainment.

What skills will you develop?

Students can expect to develop critical thinking skills, learn how to communicate confidently and creatively in another language, and develop an appreciation for other countries and cultures.

What qualifications will you need?

Students will need five GCSE A* – C grades (or equivalent) to enter the Post-16. As ab initio is a beginners course, students should not be required to have any prior knowledge and understanding of the language. The school can provide advice on how students can spend a small amount of time per week developing a basic understanding of the language before the course starts, to allow students to 'hit the ground running'.

How will I be assessed?

External assessment consists of exercises to demonstrate understanding of authentic print texts, two short writing exercises and a written assignment. Internal assessment tests students' abilities in listening and speaking in a genuine conversation format. It consists of a presentation and follow-up questions based on a visual stimulus, and a general conversation with the teacher based in part on the written assignment.

> Innovation is central to our approach to education.

Who should take this course?

Languages open up the world to you! By speaking another language, you will have the confidence to travel and meet people from other cultures.

What are my future prospects?

This course could be the start of a lifelong fascination and involvement with languages! Some universities provide foundation years in which you could build upon your current language ability; you might decide to start from afresh with a new language. Furthermore, language students who possess critical thinking skills and are more open-minded than others are very attractive to universities and employers. After that, who knows?

Psychology

Standard Level and Higher Level

The IB syllabus in Psychology contains four main components. Paper 1 is concerned with the levels of analysis used to explain human behaviour. The levels of analysis covered are the biological, cognitive and socio-cultural.

Paper 2 involves a choice of optional topics selected by teaching staff; the current options being studied are Abnormality and Human Relationships.

Paper 3 looks at qualitative research methodology and finally the internal assessment challenges the students to replicate and modify an experimental study and write a scientific report.

What skills will you develop?

Psychology places a premium on the development of critical thinking skills. You will also learn how to conduct and analyse in-depth psychological research. Psychology offers opportunities to develop all IB attributes.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16. There is no previous knowledge of psychology needed. Students would be expected to have a good level of achievement in a range of GCSE courses including English, Science and Maths (Level 6 or above).

How will I be assessed?

SL: Two external examination papers representing 75% of the total marks, and an internal assessment representing 25% of the marks. HL: Three examination papers representing 80% of the total marks, and an internal assessment representing 20% of the marks.

Who should take this course?

If you have an enquiring mind, a good sense of humour and enjoy reading and debating then this is the subject for you. The study of Psychology will enable you to gain fascinating insights into human and animal behaviour. Psychologists use scientific methods, but their subject matter is human beings, so Psychology is a subject that links the Humanities and Sciences.

Students will design, conduct and report on their own experimental research investigations. 50% of your week will involve independent study coordinated by your online Pamoja teacher, the rest with an in-school teacher who will o er one to one support with your independent study as necessary.

What are my future prospects?

Psychology provides useful preparation for a range of degrees including law, medicine, business and marketing, social work, and criminology. Psychology itself is an extremely popular degree subject. To employers, a psychology degree is attractive because of its combination of science and humanities.

A Psychology degree can lead to further professional training as a chartered educational, occupational, clinical, counselling or forensic psychologist, and is also a well-regarded academic course. Psychology is a valued qualification for careers in the media, law, criminology, education, business and social work.

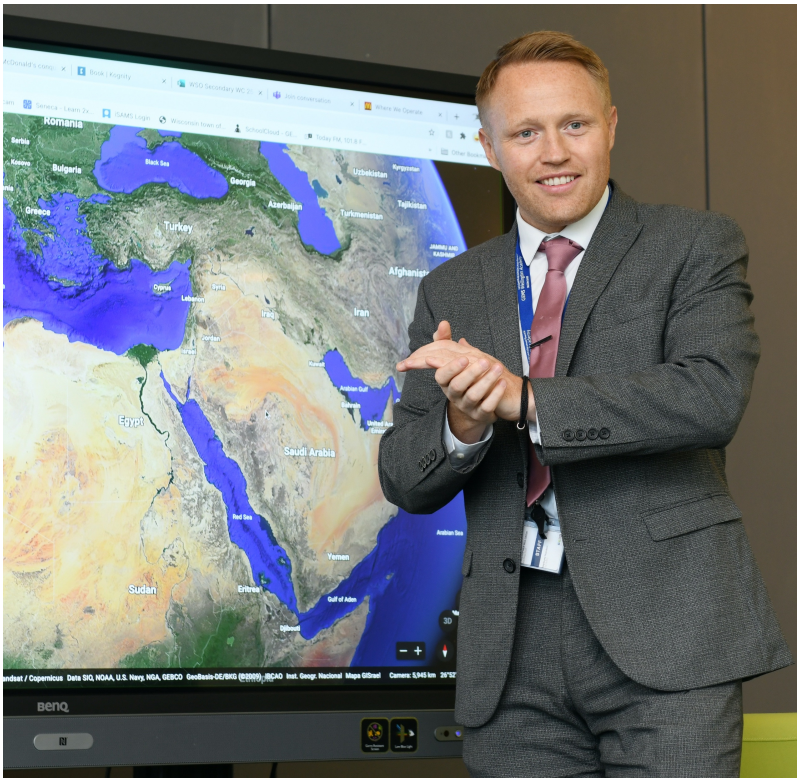
Geography
Standard Level and Higher Level

The emphasis of the course is to develop an understanding of the interrelationships between people, places, spaces and the environment. Students on both SL and HL courses complete the same core theme topics: populations in transition, disparities in wealth and development and patterns in environmental quality, sustainability and resource consumption.

Furthermore all students will further their understanding by studying the following themes: oceans and their coastal margins, the geography of food and health and hazards and disasters. Additionally, HL students will deepen their grasp of Geography by considering the complexities of global interactions.

What skills will you develop?

Geography develops a broad range of skills which include critical thinking, evaluation, communication and research amongst many others. You will also learn how to conduct an investigation of a geography topic using primary and secondary research methods and completing a written report following a clear structure.



What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16; and a B grade in Geography GCSE (or equivalent) for SL, or an A grade in Geography GCSE (or equivalent) for HL. You will also need a B in English Language GCSE (or equivalent).

> Geography is considered by many universities as a highly prized subject which develops awareness of more than just our own lives and enforces students to develop their empathy.

How will I be assessed?

SL: Two external examination papers representing 75% of the total marks, and an internal assessment representing 25% of the marks. HL: Three examination papers representing 80% of the total marks, and an internal assessment representing 20% of the marks.

Who should take this course?

Geography is all about us. There is rarely a day that passes without the news of the day containing something that is partially or wholly geography related. Geography is considered by many universities as a highly prized subject which develops awareness of more than just our own lives and enforces students to develop their empathy. In short, not only will you learn the content and become deeply intrigued by the world around you. You will develop interpersonal skills that are desired by employers.

What are my future prospects?

Geography is a versatile subject that applies to many career routes. Future possibilities include law, engineering, governance, planning and sustainability.

Economics
Standard Level and Higher Level

The course is designed to develop students' understanding of the concept of scarcity and the problem of resource allocation within the domestic and international stage.

Although Economics involves the formulation of theory, it is not a purely theoretical subject as economic theories can be applied to real-world examples and the analysis of current affairs.

The course is divided into four parts for both Standard Level and Higher Level. Those topics are: Microeconomics, Macroeconomics, International Economics, and Development Economics. Higher Level students study extra units within each part.

Who should take this course?

The IB Economics programme addresses how society allocates limited resources to provide goods and services. Emphasis is placed on students developing skills in analysing, evaluating current events and recognising their own tendencies for bias. It is not necessary for students to have studied a similar course before and no prior knowledge will be assumed, though for Higher Level students advanced mathematical skills are required. Overall, it is advisable for students wishing to undertake the course in IB Economics that they are also taking Mathematics SL or Mathematics HL.

What skills will you develop?

IB Economics demands that students not only demonstrate knowledge and understanding but also develop their analysis, synthesis and evaluation. HL Economics allows students to develop their mathematical skills by using data to form economic judgements.

> Emphasis is placed on students developing skills in analysing, evaluating current events and recognising their own tendencies for bias.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16; if studied at GCSE you will require a grade 6 in Business or Economics GCSE (or equivalent) for SL and a grade 7 for HL. For HL Economics we also require a grade 7 or above in Maths GCSE.

What are my future prospects?

The study of Economics is invaluable to those planning to take a university course in the subject or careers in banking, finance, politics, commerce or non-profit organisations. It is also a useful subject for those who want to gain further insights into global financial markets, such as the foreign exchange and equity markets.

How will I be assessed?

All students undertake a piece of Internal Assessment which consists of a portfolio containing three commentary pieces based on articles relating to the real-world application of economic concepts. The remainder of the formal assessment comes from the external examination at the end of the course.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Business Management
Standard Level and Higher Level

This rigorous and challenging course is part of the individuals and society group. The key concept that students will be aware of is that the role of business is to produce and sell goods and services that meet human needs and wants. In order to do this, businesses must organise their resources.

All students will learn about the following areas of study: business organisation and the environment; human resource management; finance and accounts; marketing; operations management.

What skills will you develop?

Business Management demands that students not only demonstrate knowledge and understanding but also develop their analysis, synthesis and evaluation.

Who should take this course?

Business Management will ensure that you have a greater understanding of the wider issues that influence organisations and thereby help you to succeed.

> Students not only demonstrate knowledge and understanding but also develop their analysis, synthesis and evaluation.

How will I be assessed?

SL: A research project and report on an issue facing an organization or a decision to be made by an organisation (1500 words, worth 25% of the overall marks). In addition, students will sit two externally assessed exam papers totalling three hours. HL: A research project and report on an issue facing an organization or a decision to be made by an organization (2000 words). In addition, students will sit two externally assessed exam papers totally 4 hours 30 minutes.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16; and at least a grade 5 in Business or Economics GCSE (or equivalent) for SL, or a grade 6 or above to study at HL if studied at GCSE.

What are my future prospects?

IB Business Management can open a number of doors for students including access to university courses such as Business Studies, International Business, Business Law, Accountancy, Marketing and Logistics to name but a few.

History
Standard Level and Higher Level

This exciting course takes you away from more traditional areas of school history and helps you to appreciate the commonalities of and distinctions between historical events that occurred in geographically separate places.

All students will learn about the following contemporary areas of study: rights and protest; authoritarian states; and The Cold War. Additionally, HL students will follow a hugely exciting study in depth of the history of the Americas.

What skills will you develop?

History places a premium on the development of critical thinking skills. You will also learn how to conduct in-depth academic research, develop advanced argumentative essay writing skills, appreciate the purpose of historiography and master the interpretation of data and other sources.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16; and a grade 5 in History GCSE (or equivalent) for SL, or a grade 6 in History GCSE (or equivalent) for HL.

GEMS students have been accepted into 1,050 universities across 53 countries, including all 24 Russell Group Universities in the UK and all 8 Ivy League.

Who should take this course?

History is everywhere. It is our norms, our beliefs, our prejudices, our knowledge. A student of History critically examines the past events that shape today's world in anattempt to better understand why things are what they are. In doing so, they become confident researchers and consummate communicators. History is where thinkers come to play!

How will I be assessed?

SL: Two external examination papers representing 75% of the total marks, and an internal assessment representing 25% of the marks. HL: Three examination papers representing 80% of the total marks, and an internal assessment representing 20% of the marks.

What are my future prospects?

History is perhaps the most facilitating subject there is, and universities want students who have studied the subject. Routes open to historians include law, journalism, accountancy, and business.

Digital Society

Standard Level and Higher Level

Digital Society (DS) looks at technological innovations and their social and ethical impact on the world today:

Strand 1 - Social and ethical significance:

Reliability and integrity, security, privacy and anonymity, intellectual property and authenticity. The digital divide and access equality, surveillance, globalization and cultural diversity, policies, standards and protocols, people and machines, digital citizenship.

Strand 2 - Application to specified scenarios:

Business and employment, education and training, environment, health, home and leisure, politics and government.

Strand 3 - IT systems:

Hardware and software, networks and internet, personal and public communications, multimedia/digital media, databases, spreadsheets, modelling and simulations and Introduction to project management. HL students also study IT systems in organisations, robotics, artificial intelligence and expert systems.

The project - HL and SL: The application of skills and knowledge to develop an original IT product for a specified client.

The case study - HL only: An extension for the HL student which is a detailed study of a specific scenario.

> DS provides students with an in-depth understanding of the trends of Information Technology giving them an advantage as they prepare for their futures.

What skills will you develop?

Design and application of IT solutions to a problem set in a social context and be able to express ideas clearly and coherently with supporting arguments and examples.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

What qualifications will you need?

Students wishing to take the IBDP Digital Society will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16; and a B grade in GCSE ICT (or equivalent) for SL, or an A grade in GCSE ICT (or equivalent) for HL.

Who should take this course?

Technology is constantly changing and many students at university level are preparing for jobs that do not even exist yet.
DS provides students with an in-depth understanding of the trends of Information Technology giving them an advantage as they prepare for their futures.
As a writing course, students are prepared to write analytically with a global perspective in mind.

How will I be assessed?

SL: Two external examination exams representing 70% of the total marks, and an internal assessment project representing 30% of the marks. HL: Three external examination papers representing 80% of the total marks, and an internal assessment project representing 20% of the marks.

What are my future prospects?

Routes open to students who have studied DS can include ICT, Computing or similar ICT/Business related subjects to degree level and further.

Subject Group Four

IBDP

Sports Exercise and Health Science
Standard Level

During Sport, Exercise and Health Science (SEHS) you will delve further into sports topics than ever before. You will have to look at the anatomy and physiology of the body, including skeletal, muscular, ventilatory and cardiovascular systems.

You will also learn about the importance of nutrition and how this can affect the energy system. Students will also get the chance to learn and different characteristics and classifications of skill in sport. Students will be able to measure and evaluate athletes and will have knowledge of the different components of fitness to create a training programme.

What skills will you develop?

You will acquire key IB skills and competencies such as the practical and investigative skills when completing your IA. The ability to conduct scientific inquiry, communicate, debate, research, analyse trends and many more skills will be developed during this exciting course.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16; in addition, GCSE PE and GCSE Science to a grade 6; a passion for sport and science.

How will I be assessed?

Papers 1,2 and 3, combined with the individual investigation will determine students' abilities to demonstrate knowledge and understanding of key concepts, facts, methodologies; to apply said facts and concepts; and to formulate, analyse and evaluate.

What are my future prospects?

Sport is perhaps the most facilitating subject there is, and universities want students who have studied the subject. Routes open to sports students include teaching, sports science, professional sports coaches, sports physiotherapy and many more.

Who should take this course?

Apart from being worthy of study in its own right, SEHS is good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Computer Science
Standard Level and Higher Level

Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course, the student will develop computational solutions.

Paper 1: System fundamentals, computer organisation, networks, computational thinking, problem solving and programming. HL students also study abstract data structures, resource management and control system.

Paper 2: Students study one of the following options:

Option A: Databases

Option B: Modelling and simulation

Option C: Web science

Option D: Object-oriented programming

SL students study only core topics for one of the options above. HL students study extended topics of the option selected for paper 2.

Paper 3: Case Study HL only - Additional subject content introduced by the annually issued case study. Internal Assessment – Solution (HL and SL):

> Logical and critical thinking as well as experimental, investigative and problem-solving skills.

What skills will you develop?

Logical and critical thinking as well as experimental, investigative and problem-solving skills. A wide spectrum of knowledge and techniques, which enables and empowers innovation, exploration and the acquisition of further knowledge. HL Economics allows students to develop their mathematical skills by using data to form economic judgements.

What qualifications will you need?

Students wishing to take the IBDP Computer Science will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16; and a grade 6 in Maths (or equivalent) for SL, or a grade 7 in Maths (or equivalent) for HL.

How will I be assessed?

SL: Two external examination exams representing 70% of the total marks, and an internal assessment (solution) representing 30% of the marks. HL: Three external examination papers representing 80% of the total marks, and an internal assessment (solution) representing 20% of the marks.

Who should take this course?

The most important aspect of computer science is problem solving, 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. Because computers solve problems to serve people, there is a significant human side to computer science as well. There is a huge range of career options in computer science that is programming, database management, networking and desktop support.

What are my future prospects?

Routes open to students who have studied computer science can include software engineering and computing related subjects to degree level and further.

Biology
Standard Level and Higher Level

In Biology you will develop practical skills by planning experiments, collecting data, analysing experimental results and drawing conclusions.

You will also learn about the use of scientific models, the applications and implications of science, the benefits and risks that science brings and the ways in which society uses science to make decisions.

You will also develop a diverse biological knowledge base ranging from an understanding of the Environment and Ecology all the way through to Microbiology and Biochemistry. HL and SL share many of the topics studied but HL students go on to study these topics in more depth with additional topics as well.

What skills will you develop?

Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings. Through the overarching theme of the nature of science, the aims of the IBDP Biology course are to enable students to appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.

They will acquire a body of knowledge, methods and techniques that characterise science and technology, apply and use a body of knowledge, methods and techniques that characterise science and technology, and develop an ability to analyse, evaluate and synthesise scientific information.

Students will develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities. They will develop experimental and investigative scientific skills, including the use of current technologies, and develop and apply 21st century communication skills in the study of science. Students will become critically aware, as global citizens, of the ethical implications of using science and technology, and develop an appreciation of the possibilities and limitations of science and technology. They will also develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16; including an A grade 6 in Biology GCSE (or equivalent), or a 6-6 in GCSE Science Double Award, for SL; or a grade 7 in Biology GCSE (or equivalent), or a 7-7 in GCSE Science Double Award, for HL.

How will I be assessed?

	Standard level		Higher level	
Paper 1	20%	45 minute multiple choice paper.	20%	1 hour multiple choice paper.
Paper 2	40%	1 hour 15 paper. Short answer and extended response questions.	36%	2 hour 15 minute paper. Short answer and extended response questions.
Paper 3	20%	1 hour. Data and practical based questions, plus short answer and extended response questions on the option.	24%	1 hour 15 minute paper. Data and practical based questions, plus short answer and extended response questions on the option.
Internal assessment	20%	Individual investigation led by the student.	20%	Individual investigation led by the student.

Who should take this course?

By studying Chemistry, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the subject.

What are my future prospects?

Courses and careers include: medicine, chemical engineering, dentistry, ophthalmology, medicinal chemistry, pharmacy, forensic science, pharmacology, biological sciences and sports science. Many employers view success at IB Chemistry as a clear indication of sound academic ability.

Chemistry
Standard Level and Higher Level

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills.

Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

What skills will you develop?

Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings. Through the overarching theme of the nature of science, the aims of the IBDP Chemistry course are to enable students to appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.

They will acquire a body of knowledge, methods and techniques that characterise science and technology, apply and use a body of knowledge, methods and techniques that characterise science and technology, and develop an ability to analyse, evaluate and synthesise scientific information.

Students will develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities. They will develop experimental and investigative scientific skills, including the use of current technologies, and develop and apply 21st century communication skills in the study of science. Students will become critically aware, as global citizens, of the ethical implications of using science and technology, and develop an appreciation of the possibilities and limitations of science and technology. They will also develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16. For higher level Chemistry, you will require a GCSE grade 8 (triple) or 8-8 (double); for SL Chemistry you will require a GCSE grade 7 (triple) or 7-7 (double). All students will require a grade 7 or above in Maths for HL or SL Chemistry.

How will I be assessed?

	Standard level		Higher level	
Paper 1	20%	45 minute multiple choice paper.	20%	1 hour multiple choice paper.
Paper 2	40%	1 hour 15 paper. Short answer and extended response questions.	36%	2 hour 15 minute paper. Short answer and extended response questions.
Paper 3	20%	1 hour. Data and practical based questions, plus short answer and extended response questions on the option.	24%	1 hour 15 minute paper. Data and practical based questions, plus short answer and extended response questions on the option.
Internal assessment	20%	Individual investigation led by the student.	20%	Individual investigation led by the student.

Who should take this course?

By studying Chemistry, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the subject.

What are my future prospects?

Courses and careers include: medicine, chemical engineering, dentistry, ophthalmology, medicinal chemistry, pharmacy, forensic science, pharmacology, biological sciences and sports science. Many employers view success at IB Chemistry as a clear indication of sound academic ability.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Physics
Standard Level and Higher Level

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles currently accepted as quarks, which may be truly fundamental to the vast distances between galaxies. The course covers a wide range of subject matter, from waves to particles, atomic to sub-atomic, and gravity to energy.

"Physics is a tortured assembly of contrary qualities: of scepticism and rationality, of freedom and revolution, of passion and aesthetics, and of soaring imagination and trained common sense." Leon M Lederman (Nobel Prize for Physics, 1988)

What skills will you develop?

Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings. Through the overarching theme of the nature of science, the aims of the IBDP Physics course are to enable students to appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.

They will acquire a body of knowledge, methods and techniques that characterise science and technology, apply and use a body of knowledge, methods and techniques that characterise science and technology, and develop an ability to analyse, evaluate and synthesise scientific information.

Students will develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities. They will develop experimental and investigative scientific skills, including the use of current technologies, and develop and apply 21st century communication skills in the study of science. Students will become critically aware, as global citizens, of the ethical implications of using science and technology, and develop an appreciation of the possibilities and limitations of science and technology. They will also develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16, including an A grade (7) or above in Physics GCSE (or equivalent), or a 7/7 in GCSE Science Double Award, for SL, or a grade 8 or above in Physics GCSE (or equivalent), or 8/8 or above in GCSE Science Double Award, for HL.

How will I be assessed?

	Standard level		Higher level	
Paper 1	20%	45 minute multiple choice paper.	20%	1 hour multiple choice paper.
Paper 2	40%	1 hour 15 paper. Short answer and extended response questions.	36%	2 hour 15 minute paper. Short answer and extended response questions.
Paper 3	20%	1 hour. Data and practical based questions, plus short answer and extended response questions on the option.	24%	1 hour 15 minute paper. Data and practical based questions, plus short answer and extended response questions on the option.
Internal assessment	20%	Individual investigation led by the student.	20%	Individual investigation led by the student.

Who should take this course?

The world is being continually astounded by the remarkable and humbling discoveries being made in the field of Physics, yet it also builds on simple and elegant laws written by Newton, Planck, Einstein, and others. This course gives you opportunity to develop skills that require the application of simple principles to solve complex problems using a numerate and logical approach.

What are my future prospects?

Physics is recognised as a highly rigorous academic course and can be a pathway into exciting careers in medicine, astrophysics, research and design, and even the financial services industry. The IB Physics course leans towards engineering, allowing this option to be explored too.

Environmental Systems and Society
Standard Level

Environmental Systems and Society is an interdisciplinary course offered at standard level only.
ESS links the scientific exploration of the structure and function of environmental systems with their cultural, ethical, political and social interactions. Students will study topics such as: ecology, biodiversity, conservation, climate change, energy production, pollution management and human systems and resource use.

Through the overarching theme of the nature of science, the aims of the ESS course are to enable students to acquire the knowledge and understandings of environmental systems and issues.

What skills will you develop?

Teachers provide students with opportunities to develop research skills by designing investigations, collecting data, analysing results, evaluating, and communicating their findings.

Through the overarching theme of the nature of science, the aims of the ESS course are to enable students to acquire the knowledge and understandings of environmental systems and issues at a variety of scales. Apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales. Appreciate the dynamic interconnectedness between environmental systems and societies. Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues. Be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability. Develop awareness of the diversity of environmental value systems.

Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge. Engage with the controversies that surround a variety of environmental issues. Create innovative solutions to environmental issues by engaging actively in local and global contexts.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16.

How will I be assessed?

Standard level

Paper 1	25%	Case study. 1 hour
Paper 2	50%	Short answer and structured essays. 2 hours
Internal assessment	25%	Individual investigation led by the student.

Who should take this course?

By studying ESS, students will be able to evaluate the scientific, ethical and socio-political aspects of current environmental issues. These issues are becoming more and more relevant in today's world and this course will help students to see the significance of choices and decisions that are made and their impacts on the world around them.

What are my future prospects?

Courses and careers include: environmental science and environmental studies, ecology, sustainability, environmental engineering.

Design and Technology
Standard Level and Higher Level

All students will develop the ability to analyse and evaluate information and an awareness of the need for effective collaboration and communication in the world of design. This will be facilitated through a variety of theory work coupled with some emphasis on practical exercises throughout the course.

Standard Level and Higher Level students will both study the following topic areas:

Human Factors and Ergonomics
Raw Material to Final Product
Modelling
Innovation and Design
Classic Design
Resource Management and Sustainable Production

Higher Level students will also be required to study an additional 4 topics.

What skills will you develop?

Students will have the opportunity to develop a sense of curiosity as they acquire the skills necessary for independent and lifelong learning, through the inquiry into the ever-growing technological world around them. They will continue to improve their initiative in applying critical thinking skills to solve problems, as well as expressing ideas confidently and creatively using a variety of communication techniques such as: sketching, CAD/CAM, model making and experimentation with materials and construction.

> Students will have the opportunity to develop a sense of curiosity as they acquire the skills necessary for independent and lifelong learning.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16; It is desirable that students who wish to study Design and Technology at SL have gained at least a grade 5 in Design and Technology at GCSE Level or equivalent, and students who wish to study the HL have gained a 6 or equivalent.

How will I be assessed?

SL: Two external examination papers representing 60% of the total marks, and an internal assessment project representing 40% of the marks.

HL: Three examination papers representing 60% of the total marks, and an internal assessment project representing 40% of the marks.

Who should take this course?

Design is all around us! It's in everything that you use, see or touch. The IB course helps students to understand the elements of design and manufacture together with links to commercial and industrial production. If you are interested in any future career in design, then the IB design course is for you.

What are my future prospects?

Students have gone on to studying a number of design-based subjects at university such as product design, graphic design, architecture, interior design, fashion studies etc.

Subject Group Five

IBDP

Mathematics, Analysis and Approaches
Standard Level and Higher Level

Mathematics: Analysis and Approaches course will be offered at both SL and HL. It is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, and will enjoy the thrill of mathematical problem-solving and generalisation.

Mathematics: Analysis and Approaches SL:
Number and Algebra: exponentials and logarithms, sequences and finance, and the binomial theorem.
Functions: concepts of functions and their graphs, transformations of graphs.
Geometry and Trigonometry: volume and surface area of 3D shapes, trigonometry, radians, unit circle, graphs and trigonometric identities.
Statistics and Probability: data analysis, correlation and regression, probability, normal and binomial distributions.
Calculus: limits, techniques of differentiation and its applications, definite and indefinite integration.

Mathematics: Analysis and Approaches HL:
All topics from the SL course are covered, plus:
Number and Algebra: complex numbers, proof by induction, combinations and permutations, solving systems of linear equations.
Functions: factor and remainder theorem, sum and product of roots, graph symmetries, inequalities and the modulus function.
Geometry and Trigonometry: further trigonometric identities, vectors, vector lines and planes.
Statistics and Probability: probability distributions, probability density functions and Bayes' Theorem.
Calculus: continuity and differentiability, convergence and divergence, first principles, derivatives of inverse and reciprocal functions, integration techniques and applications, differential equations, Maclaurin Series.

How will I be assessed?

SL: Two examination papers worth 80%, and an internal assessment worth 20%. HL: Three examination papers worth 80%, and an internal assessment worth 20%.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16. SL students will need at least GCSE Grade 7 or equivalent in mathematics and for HL, at least GCSE Grade 8 or equivalent.

What skills will you develop?

Critical thinking in the context of mathematical learning is the ability to recognise where the subject can be used, understand and synthesis technical documents, apply relevant mathematical approaches to familiar and unfamiliar situations, structure logical arguments, be risk-aware, understand that technology and mathematics can go hand-in-hand, and interpret the meaning and relevance of solutions. These are all becoming increasingly important and sought-after skills.

Across all mathematics courses, you will develop your technical and analytical skills along with gaining experience in solving problems in a variety of settings, developing more sophisticated mathematical reasoning and enhancing your critical thinking.

You will also develop your investigative and modelling skills which you will use to lead your own individual exploration into an area of mathematics.

Who should take this course?

These courses have an emphasis on calculus appropriate for pure mathematicians, engineers, scientists, economists, and those with an interest in analytical methods.

What are my future prospects?

Of the 30 fastest growing occupations through 2016, 16 will require substantial mathematics or science preparation. Mathematics is particularly important to careers in scientific study, medicine, engineering, banking, and accountancy.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Mathematics: Applications and Interpretation

Standard Level and Higher Level

Mathematics for describing our world, modelling and solving practical problems using the powers of technology. Students who take this course will be those who enjoy mathematics best when seen in a practical context.

Mathematics: Applications and Interpretation SL:
Number and Algebra: simple exponentials and logarithms, sequences and their applications in finance.
Functions: creating and using models with linear, exponential, logarithmic, polynomial and trigonometric functions.
Geometry and Trigonometry: volume and surface area of 3D shapes, trigonometry, and Voronoi diagrams.
Statistics and Probability: data analysis, correlation and regression, Spearman's rank, probability, normal distributions and Chi-squared tests.
Calculus: techniques of differentiation for optimisation, simple integration.

Mathematics: Applications and Interpretation HL:
All topics from the SL course are covered, plus:
Number and Algebra: laws of logarithms, complex numbers, matrices and their applications.
Functions: graph transformations, further modelling with more complex functions.
Geometry and Trigonometry: vectors, matrices and further applications, and tree and cycle diagrams.
Statistics and Probability: rigorous data analysis, reliability and validity tests, hypothesis testing and confidence intervals, binomial and Poisson distributions.
Calculus: differentiation and integration techniques, applications to kinematics, rates of change, volumes of revolution, solving first and second differential equations using a variety of techniques.

Who should take this course?

These courses have an emphasis on statistics, modelling and the use of technology appropriate for students of social sciences, natural sciences, medicine, statistics, business, some economics courses, psychology and design, and those with an interest in the applications of mathematics.

How will I be assessed?

SL: Two examination papers worth 80%, and an internal assessment worth 20%. HL: Three examination papers worth 80%, and an internal assessment worth 20%.

What skills will you develop?

Critical thinking in the context of mathematical learning is the ability to recognise where the subject can be used, understand and synthesis technical documents, apply relevant mathematical approaches to familiar and unfamiliar situations, structure logical arguments, be risk-aware, understand that technology and mathematics can go hand-in-hand, and interpret the meaning and relevance of solutions. These are all becoming increasingly important and sought-after skills.

Across all Mathematics courses, you will develop your technical and analytical skills along with gaining experience in solving problems in a variety of settings, developing more sophisticated mathematical reasoning and enhancing your critical thinking.

You will also develop your investigative and modelling skills which you will use to lead your own individual exploration into an area of mathematics.

> Of the 30 fastest growing occupations through 2016, 16 will require substantial mathematics or science preparation.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16. For HL students a minimum grade 8 in GCSE Mathematics and SL students will need at least a grade 5 or equivalent in GCSE Mathematics.

What are my future prospects?

Of the 30 fastest growing occupations through 2016, 16 will require substantial mathematics or science preparation. Mathematics is particularly important to careers in scientific study, medicine, engineering, banking, and accountancy.

Subject Group Six
IBDP

Theatre
Standard Level and Higher Level

IB Theatre covers a broad range of topics, all with a practical approach to applying theory and research to inform and contextualise work.

Some of the areas of study are: world theatre traditions, theatre practitioners, history of theatre, educational theatre, and directing.

What skills will you develop?

The Theatre course develops students' ability to research, create, prepare, present and critically reflect on theatre— as participants and audience members— they gain a richer understanding of themselves, their community and the world. By exploring a range of materials and technologies, students develop an understanding of, and skills in, the technical, creative, expressive and communicative aspects of theatre.

How will I be assessed?

Task 1: Solo Theatre 35% (externally assessed)

Task 2: Director's Notebook 20% (externally assessed)

Task 3: Research Presentation 20% (externally assessed) Task 4: Collaborative Project 25% (internally assessed) There is no written exam but the assessment tasks do include lengthy pieces of written documentation to support and justify the practical performances.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16; and a 7 in GCSE Drama for HL If a student has not studied Drama at GCSE, they must be very experienced in order to ascertain their suitability for the course.

Who should take this course?

If you enjoy drama you will love this course; it engages students in an exploration of the world from multiple perspectives, while developing artistic skills and cultivating their capacities for collaboration, critical-thinking, creative problem-solving, and effective communication.

What are my future prospects?

Students who study IB Theatre often go on to study at degree level in university. Possible careers include: actor, art critic, director, event manager, screen writer, communications and PR, lighting designer, video editing, sound designer, TV production, stage manager, law, arts administrator, TV presenter, set designer, drama therapist, casting director, lecturer, media, dialect coach, and much more.

Visual Arts

Standard Level and Higher Level

IB Visual arts does not have units or modules, instead, the course is structured around long-term creative projects that enable students to engage in practical exploration and artistic production, and in independent contextual, visual and critical investigation.

Throughout the two-year course, students will learn how to: make artwork that is influenced by personal and cultural contexts. Respond visually and creatively to personal and cultural experiences. Develop skills, techniques and processes in order to communicate concepts and ideas. Take responsibility for the direction of their learning through the acquisition of effective working practices.

What skills will you develop?

This thought-provoking course helps students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

How will I be assessed?

Part 1: Comparative Study 20% (externally assessed)
An independent critical and contextual investigation which explores artworks from differing cultural contexts.

Part 2: Process Portfolio 40% (externally assessed)
A portfolio of work which demonstrates experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

Part 3: Exhibition 40% (internally assessed)
An exhibition of resolved artworks showing evidence of their technical accomplishment during the course and an understanding of the use of material, ideas and practices appropriate to visual communication.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16; and a grade 4 in GCSE Art and Design for SL, or a grade 6 in Art and Design for HL. If a student has not studied Art and Design at GCSE, they must present a portfolio of work in order to ascertain their suitability for the course.

Who should take this course?

Visual Arts complements any choice of subjects, and offers a personal course tailored to the individual in contrast to other subjects. The critical and analytical skills involved in Visual Arts are very transferable. The written element of the Visual Arts course would also combine well with English, while the historical studies session will have direct links to the group 3 options.

What are my future prospects?

This course will enable you to develop some transferable skills that will be essential to you whatever you go on to do afterwards. The key skill of communication is integral to the study of IB Visual Arts. Success in this course requires determination and dedication, whichever future path you choose; it can be a very rewarding beginning.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Music
Standard Level and Higher Level

This is a brand new specification for 2020. In this course, students engage in a journey of imagination and discovery through partnership and collaboration. Students develop and a rm their unique musical identities while expanding and refining their musicianship.

Areas of inquiry:
Music for sociocultural and political expression Music for listening and performance
Music for dramatic impact, movement and entertainment
Music technology in the electronic and digital age

What skills will you develop?

The study of music encourages inquiry into creative practices and performance processes. Music study develops listening, creative and analytical skills, as well as encouraging cultural understanding and international-mindedness. In this way, music is a catalyst for expanding critical thinking—a crucial life skill. When we understand others and ourselves through music, we are empowered to make positive and effective change in the world.

How will I be assessed?

Exploring music in context (SL=30% HL=20%)
Students select samples of their work for a portfolio submission (maximum 2,400 words) Experimenting with music (SL=30% HL=20%)
Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. Presenting music (SL=40% HL=30%)
Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry.
The contemporary music-maker (HL only 30%)
Students submit a continuous multimedia presentation documenting their real-life project

What qualifications will you need?

Students will need five GCSE A* - C (9 - 4) grades (or equivalent) to enter Post-16, and preferably at least a grade 6 in GCSE Music for SL, or a grade 7 in Music for HL. If a student has not studied Music at GCSE, they must have strong instrumental skills and play or sing in an ensemble. Students must also be actively listening to music from a range of styles to build on these skills.

This is a brand new specification for 2020. In this course, students engage in a journey of imagination and discovery through partnership and collaboration.

Who should take this course?

The aims of the music course at SL and HL are to enable students to: explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression. Acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others. Evaluate and develop critical perspectives on their own music and the work of others.

What are my future prospects?

The development of students' musical roles as researchers, creators and performers is central to the music curriculum as students develop their musical identities through these roles. While these roles are in continuous interaction with one another, each one helps students better understand and practise the important musical processes of exploring, experimenting and presenting while experiencing and using diverse musical material.

Dance

Standard Level and Higher Level

The IBDP Dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures past, present and looking towards the future.

Some of the areas of study are: the development of the creative aspect of choreographing dances, the development of a comparative knowledge of several dance styles from more than one culture and/or tradition and the development of an understanding of and facility in performing dances

What skills will you develop?

Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

How will I be assessed?

Task 1: Composition and analysis, choreography focus - 35% (externally assessed)
Task 2: Dance Investigation - 25% (externally assessed)
Task 3: Performance - 40% (internally assessed)

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16, and a grade 7 in GCSE Dance for HL. If a student has not studied Dance at GCSE, they must be very experienced in order to ascertain their suitability for the course.

Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances.

Who should take this course?

If you enjoy dance, you will love this course: “Dance is vital, an activity both exhilarating and liberating to watch or do. The instinct to dance is fundamentally joyous and no matter how hard you try, you can’t get away from that for long. It can also be a huge force for good, effectively drawing people together and levelling everyone through sheer hard work. It can speed up your heart rate, it can enliven your being and it can change your life.” Richard Alston CBE, Dance UK

What are my future prospects?

Students who study IB Dance often go on to study at degree level in university. Possible careers include: Dancer, Dance Critic, Director, Event Manager, Stage Manager, Arts Administrator, Dance Therapist, Casting Director, Lecturer, Choreographer, Teacher and much more.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Film
Standard Level and Higher Level

In this highly rewarding course, through a variety of teaching approaches, students will enhance their appreciation and enjoyment of film through the construction and deconstruction of a variety of texts focusing on areas such as textual analysis, film theory and history and the techniques and organisation of making a film through the creative process.

What skills will you develop?

Students will develop their critical thinking, analytical and evaluative skills alongside practical skills such as the use of camera angles and techniques, editing and communication skills.

What qualifications will you need?

Students will need five GCSE A* – B (9 - 4) grades (or equivalent) to enter Post-16, and a B grade in Media Studies or English (or equivalent) for SL, or an A grade in Media Studies or English GCSE (or equivalent) for HL.

Who should take this course?

If you an avid watcher of films or future leading film making then the course will further your understanding of the film industry as well as developing your own analytical, reflective and inquiry skills.

How will I be assessed?

Students are assessed both externally and internally. External: a) A textual analysis (1,750 words maximum) of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. b) A recorded multimedia comparative study that presents their research into a chosen area of film focus, identifying and comparing two films from within that area. Internal: Film Portfolio (SL / HL) Students undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions and submit a 9-minute film reel (3-minutes per role) and 9 portfolio pages (3 per role). Collaborative Project (HL). students work collaboratively in a core production team to plan and create an original completed film and submit the following a completed film (7 minutes maximum) and a project report (2,000 words maximum) and a list of all sources used.

What are my future prospects?

IB Film can open a number of doors for students including access to University courses such as film, film production, history of film and a range of media production related courses too.

Electives
Standard Level and Higher Level

See relevant descriptions in Group 3 and 4

The following subjects are available in Group 6:

Business Management SL/ HL
Economics SL/ HL
Psychology SL/ HL
Biology SL/ HL
Chemistry HL
Physics SL/HL

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

GCE A-Levels

A leading pathway at WSO

GCE A-Levels
A leading pathway at WSO

A-level qualifications are subject-based qualifications that can lead to university, further study, training, or work. At WSO, we encourage our students to choose four A-levels to follow, sitting one of the chosen subjects as an AS-level at the end of Year 12 and continuing with the remaining three subjects until the end of Year 13.

A-levels are assessed by a series of examinations although, for some subjects, there is a coursework element included too.

A student might choose to follow an A-level pathway for a number of reasons. As it is a British qualification, some people believe they stand a better chance of getting into a UK university if they follow this route; this is a misconception.

Rather, a student might follow this route because they are already sure what they wish to study at university and, thus, do not desire to keep the breadth of study offered by the IB routes. Alternatively, they might feel that there are certain subjects within the broad range offered by the IBDP that are not of interest to them.

However, it is important to note that the A-level pathway is equally as challenging as the IB pathways, and to achieve high grades at A-level requires as much commitment and hard work as any other Post-16 course.

A-Level Subjects

Students are expected to choose 3-4 subjects. If choosing four, three of these subjects can be studied for two years and be assessed at the end of Year 13; one of these subjects can be studied at AS-level and assessed at the end of Year 12, then dropped as a subject of study.

Maths	Psychology	Business	DT
French	Media	Chemistry	Further maths
Spanish	Photography	Economics	Computer science
Physics	Biology	Business	English Literature

In addition to these pathways, all our non-IB students participate in:

Creativity, Action, Service (CAS)
Extended Project Qualification (EPQ)

(https://www.aqa.org.uk/programmes/aqa-baccalaureate/extended-project/the-aqa-epq

This is important for our non-IB students as it provides enrichment to the academic pathway that A-level and BTEC sets them on: it will enrich their university applications and personal statements, and ensure that, as our students move onto tertiary education, they are able to compete on an equal footing with students who have followed IB pathways.

Business
GCE A-Level

A-Level Business offers more than just an academic challenge. It is a unique experience that bridges the gap between education and commerce; it provides sound knowledge of core business concepts and how they apply to business contexts and thus develops a broad understanding of how business work. The course provides a foundation for further study at university or entry into employment.

The A-Level Business covers the following units:
Marketing and people Managing
Business Activities Business
Decisions and Strategy Global
Business

How will I be assessed?

Students will complete three papers: Paper 1 covers marketing, people and global businesses, Paper 2 covers business activities, decision and strategy and Paper 3 covers investigating business in a competitive environment. Papers 1 and 2 follow the same format – Section A and B each compromise one data response question broken down into a number of parts, including one extended open- response question. Paper 3 is based on a pre-released context document which students are required to apply their knowledge and understanding from all areas of the course.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16, including Mathematics and English Language. Students who have taken Economics or Business at GCSE are expected to achieve a grade 6 or above. Students do not need prior knowledge of the subject or to have studied GCSE Business.

Who should take this course?

In the fast-paced and exciting world of business, there are endless possibilities. This established and highly successful subject provides a good springboard into the dynamic world of business and appeals to a broad range of students with diverse interests.

Additional information relevant to the course

Students can take this course to complement other advanced level courses. This could be other subjects such as Economics, Maths and English.

What are my future prospects?

This course encourages a range of important and transferable skills such as manipulating data in a variety of forms, interpreting results, presenting arguments and making judgments, making justified recommendations, problem solving; the work demands and challenges your own assumptions based on evidence available. You will study in detail the major functions of a business and perhaps discover areas you would like to pursue at degree level and subsequent employment. A qualification in Business can open many doors.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Biology (AQA Specification)
GCE A-Level

A-Level Biology covers the following topics:

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

Module 1-4 are taught in Year 12 and built upon in Year 13, alongside modules 5-8.

What skills will you develop?

Teachers provide students with opportunities to develop manipulative, evaluative and data analysis skills. Practical work will be at the heart of the lessons to help students link theory to reality and give context to the content they are learning.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16; including a grade 6 in GCSE Biology or 7:7 in Combined Science and a grade 6 in GCSE Maths.

Who should take this course?

This course is taught through both practical and theoretical lessons. When studying theory, students will use a variety of methods to acquire knowledge such as: independent work, group work, digital learning, flipped learning and inquiry led research. Students will apply this knowledge to real life situations and to data, experimental work and unfamiliar contexts to equip students with the examination skills required.

By studying Biology, students will have a deeper understanding of the living world around them. They will look at the development of new biological concepts and techniques and the impact these may have on society. Students will develop problem solving skills and start to apply their classroom learning to real life scenarios.

What are my future prospects?

Courses and careers include: medicine, dentistry, nursing, biomedical sciences, pharmacy, forensic science, veterinary medicine, marine biology, physiotherapy and sport science.

How will I be assessed?

Paper 1	35% of total A-level	2 hours (91 marks) Any content from topics 1-4. 76 marks: a mixture of short and long questions 15 marks: extended response questions
Paper 2	35% of total A-level	2 hours (91 marks) Any content from topics 5-8. 76 marks: a mixture of short and long questions 15 marks: extended response questions
Paper 3	30% of total A-level	2 hours (78 marks) Any content from topics 1-8. 38 marks: structured questions, including practical techniques 15 marks: critical analysis of given experimental data 25 marks: one essay from a choice of two titles.

Students will apply knowledge to real life situations and to data, experimental work and unfamiliar contexts, to equip students with the examination skills required.

Additional information relevant to the course

Practical work is a fundamental part of the study of Biology. Students will carry out twelve pieces of required practical work throughout the course in order to experience using a variety of apparatus and to allow for the opportunity to develop skills and biological techniques.

Chemistry
GCE A-Level

A-Level Chemistry covers the following topics:

Module 3.1: Physical Chemistry
Module 3.2: Inorganic Chemistry
Module 3.3: Organic Chemistry

All modules are taught in Year 12 (AS level content) and built upon in Year 13 where the A-Level content is taught.

Modules 1-4 are taught in Year 12 and built upon in Year 13, alongside modules 5 and 6.

What skills will you develop?

Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16, including a grade 7 in GCSE Chemistry or 7:8 in combined Science and a grade 7 in GCSE Maths.

Who should take this course?

By studying Chemistry, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

This course is taught through both practical and theoretical lessons. When studying theory, students will use a variety of methods to acquire knowledge such as: independent work, group work, digital learning, flipped learning and inquiry led research. Students will apply this knowledge to real life situations and to data, experimental work and unfamiliar contexts to equip students with the examination skills required. The practical lessons will enable student to enhance their investigation and inquiry skills and they will also complete laboratory reports and further data analysis.

How will I be assessed?

Paper 1	35% of total A-level	2 hours (105 marks) Relevant Physical chemistry topics (sections 3.1.1 to 3.1.4, 3.1.6 to 3.1.8 and 3.1.10 to 3.1.12). Inorganic chemistry (Section 3.2). Relevant practical skills
Paper 2	35% of total A-level	2 hours (105 marks) Relevant Physical chemistry topics (sections 3.1.2 to 3.1.6 and 3.1.9). Organic chemistry (Section 3.3). Relevant practical skills
Paper 3	30% of total A-level	2 hours (90 marks) Unified chemistry (any content and any practical skills from all three modules).

All components include synoptic assessment. Exam papers will also include questions on the practical components of the course.

Additional information relevant to the course

Throughout the course, students will carry out required practical work. Students will keep a record of their practical work and must gain a ‘pass’ in this aspect of the course. To pass students will need to meet set criteria as stated by the exam board. There is no direct assessment of this aspect of the course; however, final assessments will include questions on the practical components.

What are my future prospects?

Courses and careers include: medicine, chemical engineering, dentistry, ophthalmology, medicinal chemistry, pharmacy, forensic science, pharmacology, biological sciences and sport’s science.

Computer Science
GCE A-Level

AS-Level: During the course, the student will study following topics:

Fundamentals of programming
Fundamentals of data structures
Systematic approach to problem solving
Theory of computation
Fundamentals of data representation
Fundamentals of computer systems
Fundamentals of computer organisation and architecture
Consequences of uses of computing
Fundamentals of communication and networking

A-Level: Topics of study will be A-Level content listed above and five further topics listed below:

Fundamentals of databases
Big Data
Fundamentals of functional programming Systematic approach to problem solving
Non-exam assessment - the computing practical project

What skills will you develop?

Logical and critical thinking as well as experimental, investigative and problem-solving skills. A wide spectrum of knowledge and techniques, which enables and empowers innovation, exploration and the acquisition of further knowledge.

> The most important aspect of computer science is problem solving, an essential skill for life.

Who should take this course?

The most important aspect of computer science is problem solving, an essential skill for life. There is a huge range of career options in computer science that is programming, database management, networking and desktop support.

What qualifications will you need?

Students wishing to take AS or A-Level Computer Science will need five GCSE A* – C grades (or equivalent) to enter Post-16, and a grade 6 in Mathematics (or equivalent) for AS level, or a grade 7 in Mathematics (or equivalent) for A-Level.

How will I be assessed?

AS - Level Paper 1 - on screen exam - 50%: This paper tests a student's ability to program, as well as their theoretical knowledge of computer science from subject content of topic 1-4. In this paper students answer a series of short questions and write/adapt/extend programs in an electronic answer document provided by exam board. The exam board will issue preliminary material, a skeleton program (available in each of the programming languages) and, where appropriate, test data, for use in the exam. Paper 2 - written exam - 50 %: This paper tests a student's ability to answer questions from subject content 5-9.

A-Level Paper 1 - on screen exam - 40%: In this paper students answer a series of short questions and write/adapt/extend programs in an electronic answer document provided by exam board. Exam board will issue Preliminary Material, a Skeleton Program (available in each of the Programming Languages) and, where appropriate, test data, for use in the exam. Content assessed in this exam is from topic 1 – 4 and the skills required from section 14.

Paper 2 - written exam - 40%: Compulsory short-answer and extended-answer questions. Content assessed in this exam is from topic 5 to 13. Paper 3 - course work - 20 %: This is non-exam assessment that assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving, as shown in section 14 and above.

What are my future prospects?

Routes open to students who have studied Computer Science can include software engineering and computing related subjects to degree level and further.

Economics
GCE A-Level

Microeconomics looks at decisions that affect the individual, such as how much they earn and how they choose to spend it. Macroeconomics looks at what governments can do to help generate more money in the economy to reduce the number of people unemployed and to encourage international trade.

During the course, students will be expected to apply economic theory to the 'real world'. Current issues should include how firms compete with rivals in the market, e.g. supermarket price wars; arguments for and against being in Europe; the advantages and disadvantages of privatisation; whether the government should cut taxes or spend more on education.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16, including Mathematics and English Language. Students who have taken Economics or Business at GCSE are expected to achieve a grade 6 or above. Students do not need prior knowledge of the subject or to have studied GCSE Economics. The right attitude to the subject is vital, along with an interest in current affairs, politics industry and an enthusiasm to know more.

Who should take this course?

Economics helps you understand more about how we need to make the best possible use of the world's scarce resources. It is a subject that will make you think and is well thought of by employers and universities.

How will I be assessed?

Students will complete three papers: one microeconomics, one macroeconomics and a third that covers the whole course. Papers 1 and 2 follow the same format – Section A comprises a range of multiple-choice and short-answer questions, Section B comprises one data response question broken down into a number of parts, Section C comprises a choice of extended open-response questions; students select one from a choice of two. Paper 3 comprises of one data response question broken down into a number of parts, including a choice of extended open-response questions.

> Macroeconomics looks at what governments can do to help generate more money in the economy to reduce the number of people unemployed and to encourage international trade.

What are my future prospects?

It can lead to a variety of finance-based careers. Past students have gone on to work in financial consultancy, investment banking, the legal profession, management consultancy, retail, distribution and journalism.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

English Literature
GCE A-Level

For the A-level course, you will study a selection of modern and classic texts. These include:

Poetry
Selection of specified modern poetry from Poems of the Decade
The Romantics

Drama
A Streetcar Named Desire, Tennessee Williams
Othello, Shakespeare

Prose
Pre-1900: Frankenstein, Mary Shelley The Handmaid's Tale, Margaret Atwood

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16, including English Language and Literature at grade 6 or above.

How will I be assessed?

The A-level course is assessed via 20% coursework, 80% exam.

"Reading is to the mind what exercise is to the body." — Richard Steele

Who should take this course?

If you like reading and talking about the books you have read and the ideas they raise, then this course is for you. You will develop your analytical skills, learn to support or debate an interpretation e effectively, and consider some of the fundamental questions that literature asks us about human nature and society itself.

You will also improve your essay-writing and presenting, skills which will be valuable to you whatever future path you take.

What are my future prospects?

English Literature is one of the 'facilitating subjects' and is highly regard as academic by top universities of The Russell Group and Ivy League, as well as others around the world. It will equip you for a career in business as much as for a career in journalism, law or even medicine.

Further Mathematics
GCE A-Level

A level Further Mathematics o ers students the chance to broaden and deepen their mathematical knowledge and skills developed when studying A-level Mathematics. It can be studied alongside A-level Mathematics. They will explore real and abstract applications, and will enjoy the thrill of mathematical problem-solving and generalization. Topics Include:

Core Year 1
Complex Numbers
Series
Algebra and Functions
Calculus
Matrices
Proof
Vectors

Core Year 2
Further Complex Numbers
Further Algebra and Functions
Further Calculus
Polar Coordinates
Hyperbolic Functions
Di erential Equations

Option Modules
A choice of further statistics, mechanics and decision

What skills will you develop?

A Level Further Mathematics is designed to encourage a better understanding of mathematics and mathematical processes in ways that promote confidence, foster enjoyment and provide a strong foundation for progress. Students are expected to extend their range of mathematical skills and techniques. Students will use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16, including a minimum grade of an 8 in GCSE Mathematics or equivalent to follow the A-level Further Mathematics Course.

How will I be assessed?

Paper 1: Core Pure Mathematics 1
Paper 2: Core Pure Mathematics 2
Each paper is: 1 hour and 30 minutes. Each written examination 25% of the qualification.

Paper 3: Further Mathematics
Option 1 - Written examination: 1 hour and 30 minutes 25% of the qualification.

Paper 4: Further Mathematics
Option 2 Written examination: 1 hour and 30 minutes 25% of the qualification.

Who should take this course?

You should take this course if you want to further deepen your mathematical understanding. This course has an emphasis on mathematics appropriate for pure mathematicians, engineers, scientists, economists, and those with an interest in analytical methods.

What are my future prospects?

Of the 30 fastest growing occupations through 2016, 16 will require substantial mathematics or science preparation. Mathematics is particularly important to careers in scientific study, medicine, engineering, banking, and accountancy.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

History
GCE A-Level

The fascinating selection of topics that make up this course will help you to understand the significance of historical events, the role of individuals in history and the nature of change over time. You will gain a deeper understanding of the past through political, social, economic and cultural perspectives.

All students will also learn about the British Empire; its expansion and decolonisation by considering issues of change and continuity as well as cause and consequence through answering key questions such as: Why did the British Empire grow and contract? What part did economic factors play in the development of the Empire? How did the Empire influence British attitude and culture? How did the indigenous peoples respond to British rule?

What skills will you develop?

In the study of History you develop your ability in understanding key concepts such as change and continuity, cause and consequence and judging significance. Through your in-depth academic research you will be continuously challenged to think critically in using evidence and considering interpretations. Your argumentative essay writing skills and source analysis skills will also develop greatly throughout the course.

What qualifications will you need?

Students will need five GCSE 9-4 grades or equivalent to enter Post-16, and a grade 6 in History GCSE (or equivalent).

The fascinating selection of topics that make up this course will help you to understand the significance of historical events, the role of individuals in history and the nature of change over time.

How will I be assessed?

Two external examination papers representing 80% of the total marks. One coursework piece representing 20% of the total marks.

Who should take this course?

Our mission is to help you understand the people, places,
faiths, actions and accidents of the complex world in which
we live. If you want to understand and analyse leaders and followers, polluters and campaigners, soldiers and saints, writers and rioters you have come to the right place. Being
able to critically analyse sources and interpretations is a vital skill too, for any path you choose to take in the future.

What are my future prospects?

History is a prestigious subject which is highly respected by top universities. Routes open to historians include (but are not limited to) law, banking and finance, journalism, politics, accountancy and business.

Mathematics
GCE A-Level

A-Level Mathematics is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, and will enjoy the thrill of mathematical problem-solving and generalization.

Pure Mathematics
Proof
Algebra and functions
Coordinate geometry in the (x, y) plane
Sequences and series
Trigonometry
Exponentials and logarithms
Differentiation
Integration
Numerical methods
Vectors

Statistics
Statistical sampling
Data presentation and interpretation
Probability
Statistical distributions
Statistical hypothesis testing

Mechanics
Quantities and units in mechanics
Kinematics
Forces and Newton's laws
Moments

How will I be assessed?

Students will sit three calculator based examination papers. All questions will need to be answered. Paper 1 and Paper 2 may contain questions on any topics from the pure mathematics content. Paper 3 will contain questions on topics from the statistics content in Section A and mechanics content in Section B.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16, including a minimum grade 7 in GCSE Mathematics or equivalent to follow the courses.

What skills will you develop?

The aims and objectives of this qualification are to enable students to: understand Mathematics in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study. Understand coherence and progression in mathematics and how different areas of mathematics are connected. Apply mathematics in other fields of study. Use their mathematical knowledge to make logical and reasoned decisions in solving problems. Generalise mathematically. Construct mathematical proofs. Represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them. Make deductions and inferences and draw conclusions by using mathematical reasoning. Interpret solutions and communicate their interpretation effectively in the context of the problem.

> Students will understand mathematics in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study.

Who should take this course?

These courses have an emphasis on algebra and calculus appropriate for pure mathematicians, engineers, scientists and economists.

What are my future prospects?

Of the 30 fastest growing occupations through 2016, 16 will require substantial mathematics or science preparation. Mathematics is particularly important to careers in scientific study, medicine, engineering, banking, and accountancy.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Art/Textiles/Photography

GCE A-Level

A-Level Photography is an exciting, engaging and challenging course. Students learn the language of photography through traditional and modern methods allowing them to analyse artists and their techniques developing processes and skills realizing final outcomes that reflect the depth of research in their work.

The course aims to allow students a range of experiences that is independently driven to challenge their understanding of process and development.

What skills will you develop?

The photography course develops and extends creative, critical and practical skills of art photography. Through continuous investigation, and study you will extend your knowledge and understanding of the different genres of photography.

> WSO's teaching and pastoral staff care about each student and their specific learning style, differentiating delivery for children of all abilities and challenges.

How will I be assessed?

You will produce a body (portfolio) of your own visual work, which will be supported by written work. Emphasis is placed on developing an independent and original approach to study and practice. You will work towards an ability to manage your time effectively, plan and independently direct your research and investigation.

Component 1 (60%): students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes.

Component 2 (40%): students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

What qualifications will you need?

Students should have secured a GCSE grade of 5-6 to be able to work at A-level art/textiles/photography.

Who should take this course?

We are offering three A-Level subjects – Art, Photography and Textiles. Students will join an A-Level class that will offer all three subjects, but students will be allowed to choose which subject to specialise in.

Physics
GCE A-Level

In the first year, the following topics are studied physical quantities and units, measurement techniques, kinematics, dynamics, forces, density and pressure, work, energy and power, deformation of solids, waves, superposition, electric fields, current of electricity, D.C. circuits, particle and nuclear physics

In the second year the course continues with the following topics, motion in a circle, gravitational fields, ideal gases, temperature, thermal properties of materials, oscillations, communication, capacitance, electronics, magnetic fields, electromagnetic induction, alternating currents, quantum physics.

This course will develop critical thinking skills and improve the ability to apply mathematical principles and practical experimental techniques to unfamiliar situations.

Who should take this course?

The course will be taught in a laboratory with approximately 30% of the time spent completing experimental work in lessons. The experimental work will include some planning of investigations and use of software and simulations as well as traditional practical tasks.

The expectation is that the students will use a laptop to present information and also process data and a mobile phone to collect data using sensors built into the phone. The lessons will include many opportunities to practice answering past examination questions on the topic being studied to prepare well in advance for the terminal examinations.

Students will work as individuals and in small groups to collaborate and cooperate with each other as this is also enhances skills that are essential in the workplace.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16, including a grade 7 in GCSE Mathematics and a grade 6 in GCSE English. For the GCSE Trilogy combined science, a grade of 7:7 or above is required. For separate sciences a grade 7 in Physics is required.

How will I be assessed?

Examination Paper	Time and structure	Weighting for AS	
1	40 multiple choice questions 1h 15m	31%	Weighting for A Level
2	Structured questions 1h 15m	46%	15.5%
3	Advance Practical skills 2h A practical examinations	23%	23% 11.5%
4	Structured questions 2h	-	
5	Planning Analysis and Evaluation – Experimental work Is assessed in a Written paper 1h 15m	-	38.5% 11.5%

What are my future prospects?

Anyone with an interest and career aspirations in engineering. Anyone who finds problem solving and the use of mathematics in practical situations stimulating. The course will develop critical thinking skills and improve the ability to apply mathematical principles and practical experimental techniques to unfamiliar situations.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Psychology
GCE A-Level

A-Level Psychology covers a broad range of approaches to understanding human behaviour, allowing for evaluation of each viewpoint's strengths and weaknesses. During the course students will study research methods in psychology and all key approaches, including the cognitive, psycho-dynamic, biological and behaviourist and humanistic approaches. Students will also be offered the opportunity to prepare, conduct and present findings of their own psychological studies throughout the year. Other year one topics include, social influence, memory, attachment and psychopathology.

A challenging second year will continue with additional research methods and issues and debates in psychology. Students will also study a choice of three options, which are expected to include gender, stress and aggression.

How will I be assessed?

The assessment will be a written examination only. At A-level there are three exams, each account for one third of your A-level. The three exams last two hours and are worth 96 marks each. The exams consist of multiple choice, short answer and extended writing questions.

> students will study research methods in Psychology and all key approaches, including the cognitive, psycho-dynamic, biological and behaviourist and humanistic approaches.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16, You will need to have demonstrated an enthusiasm and aptitude for learning in GCSE subjects such as English (minimum grade 6), Maths (minimum grade 6), Science (minimum grade 6) or History. A demonstration of effective written communication in English is essential, having studied GCSE Psychology is not.

Who should take this course?

An independent learner should be taking this course, someone who is enthused and inspired to seek out further information and material to complement the material studied in class.

You will enjoy researching and sharing your ideas and work with other class members. You will thrive on lively debate, work well in small groups and show initiative in all you do. An open mind, sense of humour and genuine enthusiasm to study the rich tapestry and complexities of our lives will ensure a hugely positive experience.

What are my future prospects?

Whether studying pure psychology, or one of its many applications, there are a growing number of courses available to you. Furthermore, many other fields of study also incorporate psychological theories and concepts as part of their syllabus.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Spanish
GCE A-Level

A-Level Spanish is a subject that offers an academic challenge and an opportunity to further cement your multinationalism. It is a wonderful course that immerses you in another language, developing a proficiency which affords you the opportunity to engage with one of the largest speaking populations in the world.

How will I be assessed?

Students will cover the four main language skills: listening, speaking, reading, and writing. Paper 1 assesses the listening aspect of the qualification, along with reading and writing; Paper 2, exclusively assessing writing and which does not permit a dictionary during the assessment is a 50 mark exam; to assess speaking, Paper 3, you will complete an oral exam lasting around 12-14 minutes

What qualifications will you need?

Minimum Grade 6 in GCSE Spanish

Who should take this course?

To take this A-Level, students should:

- have good linguistic base in which to build your proficiency in the language at A level.
- be interested in developing their knowledge of the language and culture of Spanish-speaking countries

What are my future prospects?

Teacher, linguist, translator, lawyer, journalist, interpreter, media analyst, marketing, art careers, sports, advertising.

> Students will have the opportunity to engage in one of the largest speaking populations in the world

Additional information relevant to the course

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree.

French
GCE A-Level

A-Level French is a subject that offers an academic challenge and an opportunity to further cement your multinationalism. It is a wonderful course that immerses you in another language, developing a proficiency which affords you the opportunity to engage with one of 235 million daily speakers of French across the globe.

How will I be assessed?

Three papers assess your skills in listening, reading, writing, and speaking. Paper 1, assessing listening, reading, and writing is worth 50% of the overall mark; Paper 2, the writing paper, contributes 20% of the final mark; this leaves Paper 3, the speaking assessment, making 30% of your overall grade.

What qualifications will you need?

A minimum grade 6 at GCSE French

French offers academic challenge and develops proficiency that affords opportunity

Who should take this course?

To take this A-Level, students should:

- have good linguistic base in which to build your proficiency in the language at A level.
- be interested in developing their knowledge of the language and culture of French-speaking countries

What are my future prospects?

Teacher, linguist, translator, lawyer, journalist, interpreter, media analyst, marketing, art careers, sports, advertising.

Additional information relevant to the course

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Design and Technology
GCE A-Level

In A-Level DT, students should develop the ability to draw on and apply a range of skills and knowledge from other subject areas to inform their decisions in design and the application or development of technology. There are clear links between aspects of the specification content and multiple other subject areas.

How will I be assessed?

Five sections (A-E) assess you against the following criteria: identifying and investigating design possibilities, producing a design brief (A-B – 30%), development of design proposal(s), development of design prototype(s) (C-D – 50%), analysing and evaluating (E – 20%).

What qualifications will you need?

If you have not done DT at GCSE level you will still be able to select this subject, but you will have to attend extra sessions where possible to learn some of the key skills needed to excel in practical, CAD and design tasks.

Who should take this course?

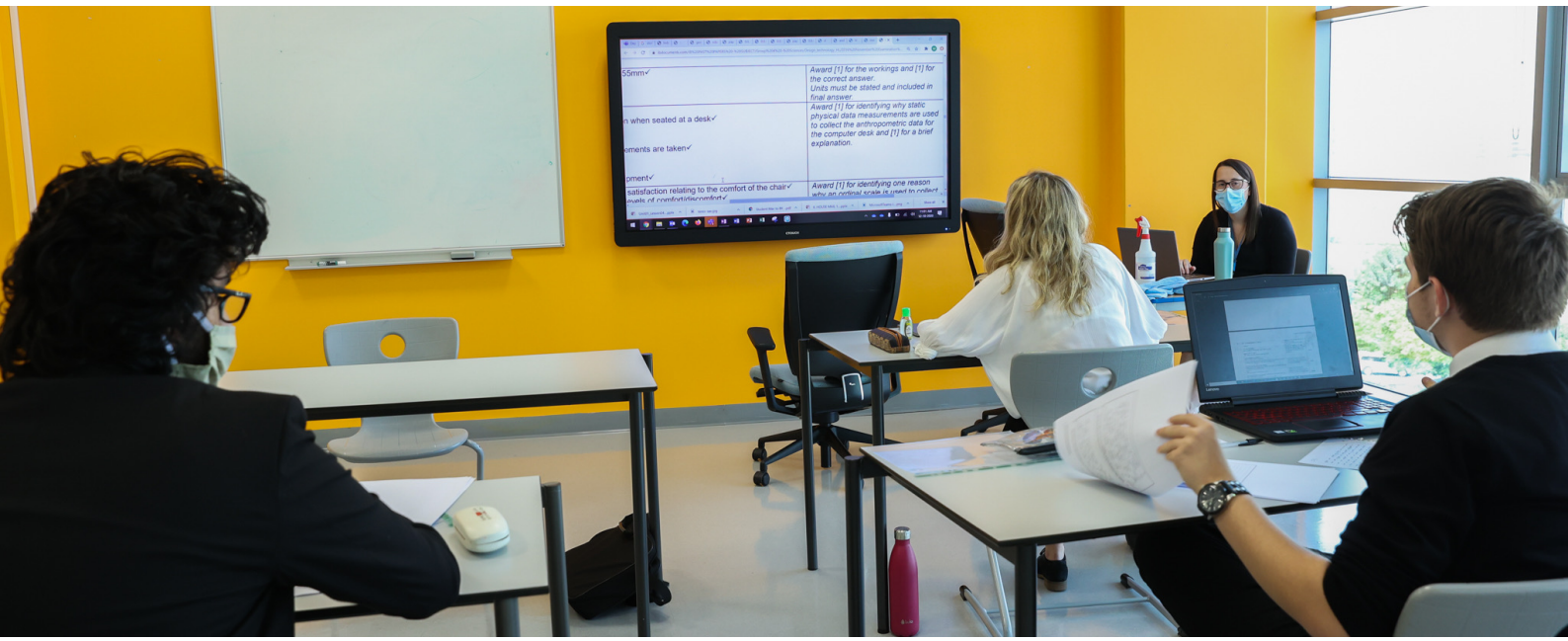
Student who take DT A-Level demonstrate:

- creativity
- a desire to feel sense of achievement and accomplishment when completing project work
- excellent time management and independent skills

> Students develop the ability to draw on and apply a range of skills from other subjects

What are my future prospects?

Architecture, product/graphic designer, engineer, CAD designer/technician, robotics/electrical industry, environmental preservation.



Information and Communications Technology (ICT)

A-Level

From smartphones and wifi, to intelligent clothing and self-driving cars, information technology (IT) plays a vital role in every aspect of modern-day life.
The growth in IT services, networking and data management is a key feature of global economies. Industries as diverse as entertainment, banking and manufacturing make extensive use of IT.
Consequently, people with proven IT knowledge and skills are much in demand.

IT is concerned with how computers and other digital devices are used separately and in combination to store, retrieve, transmit, manipulate and secure data. The content of the IAS and IAL in IT combines knowledge and understanding of these fundamental concepts with practical application of IT skills.

How will I be assessed?

The IAS consists of two equally weighted units **(Units 1 and 2).**
The IAL consists of four equally weighted units – the two IAS units, plus two IA2 units **(Units 3 and 4)** that build upon the knowledge, understanding and skills developed in the IAS.

Unit	Type	Level	Marks	Length	Weighting
1	Written exam	IAS	80	2 hours	50% of IAS 25% of IAL
2	Practical exam, requiring use of a computer	IAS	80	3 hours	50% of IAS 25% of IAL
3	Written exam	IA2	80	2 hours	25% of IAL
4	Practical exam, requiring use of a computer	IA2	80	3 hours	25% of IAL

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Who should take this course?

Are you interested in digital devices?
Are you curious about how the Internet works and how dynamic web content is produced?
Do you want to know more about IT systems, networks, Big Data and the Internet of Things?
Would you like an opportunity to debate environmental, ethical and other issues arising from the use of IT?
If so, this course is certainly the one for you.

What are my future prospects?

You may be planning to take an IT or Computing related degree, in which case IAL IT is an obvious subject to study.
But even if you have a completely different subject in mind – medicine, engineering, business, science, architecture, food technology to name but a few – you will need a good understanding of IT and its role in order to be able to use it effectively and productively for your own purposes.

What qualifications will you need?

5 GCSEs including ICT or Computer Science at grade 5 or above

Media Studies
GCE A-Level

A level Media Studies allows you to question the validity of the information you receive on a daily basis and to be aware of bias within the media so that by the end of the two-year period you should have an even better understanding of the world we live in.

Who should take this course?

Students who are interested in the ever-evolving world of media should consider an A-Level in media studies. Are you interested in language, media industries, audiences, media representations? If so, this is the course for you!

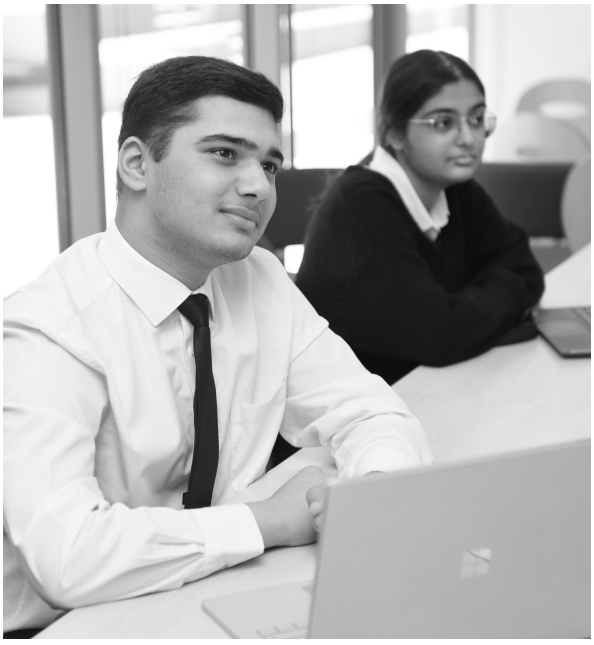
How will I be assessed?

Two exams, 35% each, assess your understanding of media language and media representations (Section A) and media industries and media audiences (Section B). The final 30% of your grade comes from a coursework piece, originating from one of six annually changing briefs, set by the exam board.

What qualifications will you need?

Five GCSEs, including English and Media at grade 6 or above.

> Media Studies allows students to question the validity of the information received



What are my future prospects?

Television, film, radio, newspaper, magazine industries; advertising and marketing; online, social and participatory media; video gaming; music video production.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

The IB Careers-related Programme
IBCP

The IB Careers-related Programme
IBCP

At WSO, we offer the choice of the following as career-related studies:

BTEC International Level 3 Creative Media
BTEC International Level 3 Music Production
BTEC International Level 3 Business
BTEC International Level 3 Sports
BTEC International Level 3 Performing Arts
BTEC International Level 3 Applied Science

The IBCP framework allows students to specialise in, and focus on, a career-related pathway. The programme's three-part framework comprises the study of two Diploma Programme courses alongside career-related studies and the distinctive IBCP core, which is designed to create a bridge that connects each student's chosen Diploma Programme courses and career-related studies.

For IBCP students, both the Diploma Programme courses and career-related study provide the theoretical underpinning and academic rigour of the programme, and the IBCP core helps them to develop skills and competences required for lifelong learning.

University Recognition IBCP

The IBCP is a relatively new course that combines academic rigour with professionally focused skill development. The BTEC provides a practical, real-world approach to learning and is designed to accommodate the needs of employers and allow progression to university and is a truly global qualification, currently available in over 100 countries worldwide. The UK, USA and European universities already fully accept the IBCP as entrance to specified degree courses. WSO will provide clear guidance for applying and communicating with universities.

You might not know this

Although our BTEC courses run as part of the IBCP provision, they can be accessed as courses independent of the IB and students can enrol to follow BTEC-only pathways, or combine a BTEC course with an A-Level subject.

The IBCP Core

The Core of the IBCP consists of the Reflective Project (RP), Language Development (LD), Personal and Professional Skills (PPS) and Service Learning (SL).

Personal and Professional Skills

Personal and Professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course, the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

Service Learning

Service Learning is an opportunity for students to understand their capacity to make a meaningful contribution to their community and society. Students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

Language Development

Language Development is designed to accommodate all students and ensure they are exposed to language other than their best language that will assist and further their understanding of the wider world. It is applicable to all students, regardless of the level of linguistic proficiency they have when they begin the IBCP.

The Reflective Project

The Reflective Project is a structured piece of work that can take a variety of forms, including an academic paper, a video documentary, a short film or a website to name but a few options. A student will be able to identify, analyse, explore, critically discuss and evaluate the ethical dimension of an issue arising from their career-related study and linked to some contemporary event or situation.

Business
Pearson BTEC International Level 3

A wide range of business topics will be covered on this course as students complete 15 different units which aim to enhance student's business knowledge.

The following units are compulsory:
Exploring Business
Research and Plan a Marketing Campaign
Business Finance
Managing an Event
Principals of Management
Business Decision Making

Subject specialist teachers choose nine other optional units.

What skills will you develop?

Alongside gaining breadth and depth of the business sector, students learn transferable employability skills such as; cognitive and problem-solving skills, interpersonal skills and intra-personal skills making them ready to join further education or the global workforce.

Who should take this course?

The BTEC qualifications in this specification have been developed in the business sector to:

Provide vocational learning by incorporating learning around real life business organisations and their operations.

Engage in a variety of assessment techniques to develop learners skills. Such as, business report writing, role-plays, presentations and creation of other forms of business communication.

Provide learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16, including English and Maths. There are four other qualifications in this BTEC suite that are suitable for students who do not meet these requirements.

How will I be assessed?

All units are internally assessed in the BTEC qualifications within this specification. Three of the mandatory units are written by Pearson to further enhance the quality of the course. Units are criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria, which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction.

What are my future prospects?

There is potential for the qualification to prepare learners for appropriate direct employment in the vocational sector and it is suitable for those who have decided that they clearly wish to enter a particular specialist area of work. Many students go onto employment in the following industries: management and leadership, accounting, customer service, retail, human resource management, business administration and business Law.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Applied Science
Pearson BTEC International Level 3

The content of this qualification has been designed to support progression to particular roles in applied-science industries, either directly into entry-level roles linked to these occupational areas or, more likely, via particular higher-education routes in the particular areas. The qualification content has been designed in consultation with employers, professional bodies and higher-education providers to ensure that the content is appropriate for the progression routes identified.

All learners will be required to take mandatory content that is directly relevant to progression routes in all the identified areas.

Learners will study mandatory units from the following:
•Unit 1: Principles and Applications of Biology I
•Unit 2: Principles and Applications of Chemistry I
•Unit 3: Principles and Applications of Physics I
•Unit 4: Investigative Project Skills
•Unit 5: Principles and Applications of Biology II
•Unit 6: Principles and Applications of Chemistry II
•Unit 7: Principles and Applications of Physics II.

What skills will you develop?

In the BTEC International Level 3 units, there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where we refer to employability skills in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills** – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology
- **interpersonal skills** – communicating, working collaboratively, negotiating and influencing, self-presentation
- **intrapersonal skills** – self-management, adaptability and resilience, self-monitoring and development.

How do these qualifications provide transferable knowledge and skills for higher education?

All BTEC International Level 3 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

•the ability to learn independently
•the ability to research actively and methodically
•the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study. BTEC International Level 3 qualifications provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

•reading scientific and technical texts
•effective writing
•analytical skills
•practical skills
•preparation for assessment methods used in a degree.

How will I be assessed?

Mandatory units
There are eight mandatory units, of which four are set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units
Learners must complete optional units to a minimum value of 480 GLH (guided learning hours).

This qualification supports progression to job opportunities in the science industry

Who should take this course?

This is intended as an Applied General qualification, equivalent to three A-Levels. It is a two-year, full-time course that meets entry requirements in its own right for learners who want to progress to higher education courses in sport before entering employment.

What are my future prospects?

This qualification supports progression to job opportunities in the science industry at a variety of levels. Jobs available in these areas include:

Chemical Technician
Biomedical Scientist
Clinical Scientist
Environmental Scientist.

After achieving this qualification, while learners can progress directly to entry-level science roles, it is likely that many will do so via higher study. This qualification is recognised by higher-education institutions as fully meeting admission requirements to many relevant courses in a variety of areas of the science sector, for example:

BSc (Hons) in Chemistry with Analytical Science
BSc (Hons) in Bioscience
BSc (Hons) in Environmental Science
Higher National Diploma (HND) in Applied Science

Creative Media Production

Pearson BTEC International Level 3

This course provides vocationally-related education and training for those who are intending to further study media or work in the industry.

In the course you will study the key areas of pre-production; production and post-production across a wide range of media specific live briefs from across the print; audio and moving image spectrum.

What skills will you develop?

You will develop skills, knowledge and understanding relevant to the media industries including planning and organisation; production; communication and editing.

Who should take this course?

If you are serious about further study and/or working within the media production sector then this will provide you with an extensive range of skills and, that will prepare you for either pathway.

What qualifications will you need?

Students will need five GCSE A* - C (9 – 4) grades (or equivalent) to access the Extended Diploma and, if Media was studied at GCSE, a grade 6 or above. There are three other qualifications in this BTEC suite that are suitable for students who do not meet these requirements.

How will I be assessed?

All units are internally assessed in the BTEC qualifications within this specification. three of the mandatory units are written by Pearson to further enhance the quality of the course. Units are criterion referenced, based on the achievement of specified learning outcomes.

Each unit within the qualification has specified assessment and grading criteria, which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction.

> Take your first creative steps on the journey into the industry and beyond.

What are my future prospects?

On successful completion of a BTEC Level 3 qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.

Performing Arts

Pearson BTEC International Level 3

As a Performing Arts student, you are likely to be creative, flexible, energetic and curious. This course will give you the tools you need for working towards a career within the performing arts industry. As your understanding of your discipline: acting, dance or musical theatre and the wider performing arts develops, you will gain an insight into the range of career paths available. Your learning experience will also be enhanced by working with visiting industry professionals.

Learning and teaching modules include:
Skills Development
The Global Performing Arts
Personal Performing Arts
Collaborative Performing Arts

This allows you to concentrate on the development of your technical performance skills and techniques through acting, dance or musical theatre and relate them to the performing arts industry.

Our project-based learning approach is delivered through workshops, assignments and practical tasks, which will be complemented by master-classes and visits from industry professionals. You will also collaborate with students on other courses to create a series of performances throughout the year. There will be a number of opportunities for you to complete work experience, both at WSO (in response to 'live briefs' from the industry) and outside of WSO, across Dubai and beyond.

What skills will you develop?

This is a highly practical course on which you will learn the skills needed to thrive in the ever-changing modern Performing Arts Industry. You will have plenty of performance opportunities, both at WSO and at other venues. You will study both the theory and the practice of a wide range of performance styles (suited both for the stage and for other performance-based media), but will still have the opportunity to specialise in the areas which interest you most.

The structure of the qualification is in keeping with current industry practice and university teaching and assessment methodology. The qualification balances development of skills with personal growth and intentions.

How will I be assessed?

You will be internally assessed through vocational assignments. The completion of an extensive portfolio will showcase your skills and knowledge to prepare you for progression. The assessment enables you to demonstrate valuable skills such as analysis, planning, organisation, and critical thinking in the context of developing practical outcomes. A summative module grade will be awarded at pass, merit or distinction.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16, including English and Maths.

> This is a highly practical course on which you will learn the skills needed to thrive in the ever-changing modern Performing Arts Industry.

Who should take this course?

The Extended Diploma is equivalent in size to three International A-Levels. This qualifications o er you the opportunity to develop your technical performing arts skills through a process of self-evaluation, practice and review. In addition, you develop transferable and higher-order skills that are highly regarded by higher education and employers, for example communication, project management and problem solving.

What are my future prospects?

You will be equipped to apply for higher education or to seek employment in the creative and performing arts industry. Related career paths might include acting (stage, TV, radio or film), directing, producing, writing or performing arts management, performing on stage, in music videos, as a backing dancer, or as a choreographer, performing in a musical theatre role.

Music Production

Pearson BTEC International Level 3

Our project-based learning approach enables you to develop your music skills through workshops, assignments and projects. You will work alongside students of other disciplines to put on a series of performances (across a range of styles) over the course. You will also benefit from master-classes, workshops and visits from external professionals, and carry out work experience both internally and externally across the wider performing arts community. There will be a number of opportunities for you to complete work experience both at WSO (in response to 'live briefs' from the industry) and outside of WSO, at venues and events across Dubai and beyond.

You are taught about the key technologies and ideas and concepts involved in music production. Learning and teaching modules include:

Music Production
Skills Development
The Global Music Industry
Personal Music Profile
Collaborative Music Project

This allows you to concentrate on the development of production skills and creation techniques and relate these to the music industry.

What skills will you develop?

This is a highly practical course on which you will learn the skills needed to thrive in the ever-changing modern music industry. The course addresses development of: music production skills, self-analysis and reflection, understanding of musical elements, appreciation of the music industry and your future role in it, and the ability to present yourself and your achievements effectively. The structure of the qualification is in keeping with current industry practice and university teaching and assessment methodology. The qualification balances development of skills with personal growth and intentions.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to enter Post-16, including English and Maths

How will I be assessed?

You will be internally assessed through vocational assignments. The completion of an extensive personal audio portfolio will showcase your skills and knowledge to prepare you for progression. The assessment enables you to demonstrate valuable skills such as analysis, planning, organisation, and critical thinking in the context of developing practical outcomes. A summative module grade will be awarded at pass, merit or distinction.

> You will work alongside students of other disciplines to put on a series of performances, across a range of styles.

Who should take this course?

During your studies, you will also develop your interpersonal, critical and decision-making abilities, which will serve you well in future life. This qualification has been designed to provide you with the skills, knowledge and understanding necessary to progress to higher education and training or employment in the music industry. The Extended Diploma is equivalent in size to three International A-Levels.

What are my future prospects?

You will be equipped to go into work or onto further study, such as at music school or Higher Education. Possible careers might include solo artist, session musician, band member, composer/song-writer, music production, sound engineer.

Do you need more information?
Just ask our Post-16 team
Post16_wso@gemsedu.com

Sport
Pearson BTEC International Level 3

A wide range of topics will be covered on this course as students complete twelve different units which aim to enhance student's knowledge and experience.

The following units are compulsory: Health, Well-being and Sport Developing Coaching Skills Applied
Coaching Skills
Research Project in Sport Sports
Injuries Management
Fitness Training and Programming for Sport, Health and Well-being
Practical Sports Performance

Subject specialist teachers choose at least five additional optional units.

What skills will you develop?

You will acquire key skills and competencies such as the practical and investigative skills when completing your coursework. The ability to conduct inquiry, communicate, research, analyse and many more skills will be developed during this exciting course.

How will I be assessed?

All units are internally assessed in the BTEC qualifications within this specification. three of the mandatory units are written by Pearson to further enhance the quality of the course. Units are criterion referenced, based on the achievement of specified learning outcomes.

Each unit within the qualification has specified assessment and grading criteria, which are to be used for grading purposes.

A summative unit grade can be awarded at pass, merit or distinction.

BTEC Applied Science empowers you to choose the right career pathway or university.

What qualifications will you need?

Students will need five GCSE A* – C (9 – 4) grades (or equivalent) to access the Extended Diploma, GCSE PE at a grade 5, and a passion for sport. There are four other qualifications in this BTEC suite that are suitable for students who do not meet these requirements.

Who should take this course?

This is intended as an Applied General qualification, equivalent to three A-Levels. It is a two-year, full-time course that meets entry requirements in its own right for learners who want to progress to higher education courses in sport before entering employment.

What are my future prospects?

Sport is perhaps the most facilitating subject there is and universities want students who have studied the subject. Routes open to sports students include teaching, sports education, professional sports coaches, sports physiotherapy and many more.

Notes

أكاديمية جيمس ويلينغتون واحة السيليكون

GEMS Wellington Academy

SILICON OASIS