

# *British Curriculum*

A LEVEL AND BTEC OPTIONS BOOKLET

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2025-26









Welcome to our British Curriculum Options Booklet. As you consider your options at Repton Dubai, we are pleased to present a diverse array of pathways, encompassing both **A Level and BTEC qualifications**. These are designed to cater to your individual interests, aspirations and learning styles.

Whether you are drawn to the depth and rigour of A Levels, the hands-on practical focus of BTECs or a mixture of both, our commitment is to offer a pathway that nurtures your talents and prepares you for the challenges of higher education and the world of work. In addition, you have the option to study the **Extended Project Qualification (EPQ)**, which offers a unique opportunity for independent research and project management, allowing you to delve deeply into a subject of personal interest.

Within this booklet, you will find detailed information about each course, outlining the subjects, assessments and unique features that make our Sixth Form curriculum distinctive. **We believe in empowering you to make informed choices**, and our dedicated staff are here to guide and support you in navigating the exciting opportunities that lie ahead.

As you peruse this options booklet, consider not only the academic content but also the broader skills and attributes each course cultivates. We look forward to accompanying you on this educational journey and witnessing the remarkable achievements that will shape your future.

## CORE CURRICULUM

Our Sixth Form core curriculum is carefully structured to provide all A Level and BTEC students with a programme of study that encompasses academic excellence, physical wellbeing and personal development. The core subjects, along with directed study sessions, aim to create a holistic learning experience for all students and includes:

### ♦ PHYSICAL EDUCATION (PE)

The PE programme is designed to foster physical fitness, teamwork and leadership skills. Students engage in a variety of activities, sports and fitness routines to promote a healthy lifestyle. The emphasis is not only on physical development but also on cultivating discipline, resilience and a lifelong commitment to wellbeing.

### ♦ PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

PSHCE covers a broad spectrum of topics, including emotional wellbeing, mental health, relationships, financial literacy, and citizenship. Students explore personal and social issues, develop critical thinking skills and learn how to make informed decisions. PSHCE aims to equip students with the knowledge and skills necessary for a well-balanced and socially responsible life.

### ♦ ARABIC (FOR ARAB NATIONALS)

The Arabic curriculum is tailored to meet the linguistic and cultural needs of Arab nationals. It encompasses the study of the Arabic language, literature and cultural heritage. The goal is to enhance proficiency in Arabic and foster effective communication in both written and spoken Arabic.

#### ♦ ISLAMIC STUDIES (FOR MUSLIM STUDENTS)

Islamic Studies provides a deep understanding of Islamic principles, values and history. The curriculum covers theology, ethics, and spirituality, promoting a holistic understanding of the Islamic faith. The aim is to develop strong moral character, a sense of identity and an appreciation for religious diversity. Students study Islamic for two lessons per week.

#### ♦ DIRECTED STUDY

Directed study sessions form a crucial part of our core curriculum. Students have one hour per subject per week of directed study, which offers dedicated time for independent learning and academic support. During these sessions, students can consolidate their understanding of subjects and engage in self-directed research. Directed study aims to foster a sense of responsibility for one's learning, effective time management and the development of strong study habits.

#### ♦ FORM TIME

Students have Form Time each morning, providing them with a designated period to connect with their form tutor. During this time, students receive key messages, discuss personal and academic matters and set goals. Form time contributes to students' holistic development, offering support and guidance on their journey through Sixth Form.

#### ♦ REPTON SIXTH FORM AWARD

The Repton Sixth Form Award is a programme for all A Level and BTEC students, designed to inspire creativity, promote active engagement, and encourage service within the school and wider community. Taking inspiration from the IB's CAS (Creativity, Activity, Service) framework, this award challenges students to grow beyond the classroom, fostering leadership, innovation, and community-mindedness while supporting their personal development.

## A LEVEL

**Advanced Levels (A Levels) are a set of academic qualifications widely recognised in the UK and many other countries around the world.** A Levels are a traditional academic qualification primarily offered in the UK. Students typically choose three A Level subjects to study in-depth over a two-year period. The range of subjects is extensive and includes sciences, mathematics, languages, social sciences, and the arts.

At Repton Dubai, some A Level exams are taken at the end of the two-year course, covering the entire course content comprehensively. However, students can sit most A Level subject exams at the end of Year 12 and again at the end of Year 13, with an opportunity to re-sit Year 12 exams at the end of Year 13 if needed. While certain subjects may include coursework or practical assessments, the emphasis is primarily on written examinations. A Level subjects are graded on a scale from A★ to E.

A Levels play a crucial role in university admissions, and universities around the world recognise them. Students often choose A Levels based on their intended university courses and career aspirations. They are known for their academic rigour, requiring students to engage in critical thinking, independent research, and analytical skills. A Levels offer versatility in terms of subject combinations, allowing students to tailor their studies to their interests and future career goals. This flexibility is beneficial for those with diverse academic interests. They are considered excellent preparation for university-level studies due to their academic depth and the skills they cultivate. Successful completion of A Levels demonstrates a high level of academic achievement.

## BTEC

**The Business and Technology Education Council (BTEC) is a widely recognised and respected vocational qualification, providing practical and hands-on learning experiences for students.** BTEC courses are designed to prepare individuals for specific industries or career paths by emphasising applied knowledge and skills. BTECs are tailored to specific industries and professions. They often provide a more practical and skills-oriented approach compared to traditional academic qualifications.

Unlike traditional exams, BTEC assessments are based on a combination of internally assessed assignments, projects and practical tasks. Students are evaluated on their ability to apply knowledge to real-world scenarios. BTEC qualifications are divided into units, each focusing on a specific aspect of the subject. Completing these units contributes to the overall qualification. Units are categorised into Pass, Merit and Distinction.

BTEC courses offer flexibility in terms of study options. At Repton Dubai, students can choose from a range of subjects and levels, including the Subsidiary (equivalent to one A Level), the Diploma (equivalent to two A Levels) and the Extended Diploma (equivalent to three A Levels).

They often include work placements, case studies and real-world projects to enhance practical skills and employability. They are widely recognised by employers and educational institutions globally and can lead to higher education or directly into the workplace. BTEC courses cover a broad range of subject areas, including business, information technology, applied sciences and more.

## EXTENDED PROJECT QUALIFICATION (EPQ)

**The Extended Project Qualification (EPQ) is an optional qualification that is available to both A Level and BTEC students.** It allows students to pursue an independent research project on a topic of their choice. This project can take various forms, including a written dissertation, an artifact, a performance or an academic report.

Students have the flexibility to choose a topic that aligns with their interests and career aspirations. This allows for a personalised and in-depth exploration of a subject beyond the standard A Level or BTEC curriculum.

The EPQ is designed to develop a range of academic skills, including critical thinking, research skills, project management and effective communication. It encourages students to take ownership of their learning and develop skills essential for higher education and the workplace.

The EPQ is typically undertaken alongside A Levels or BTECs. It requires a significant time commitment, and students are expected to manage their time effectively to meet deadlines. It is recognised by many universities in the UK and can contribute to a student's UCAS points. The EPQ is often considered favorably by admissions officers and is equivalent to half an A Level.

## A LEVEL AND BTEC OPTION BLOCKS 2025-26

Students will have the opportunity to choose three A Level or BTEC options from four fixed blocks. Each subject will have six lessons of teaching allocated to it per week. These qualifications will be studied alongside the core curriculum.

Students will also have the option to complete the International Extended Project Qualification (EPQ) to supplement their studies.

When selecting courses, students should consider the career that they wish to follow, the subjects they enjoy and are most confident in and, of course, the subjects in which they have been the most successful.

PATHWAY	OPTION A	OPTION B	OPTION C	OPTION D
A Level	Chemistry Economics German Mathematics Music Physical Education Politics	Biology English Literature French Media Physics Psychology Spanish	Arabic Biology Business Design Technology Drama and Theatre History Mathematics	Chemistry Geography Business Computer Science English Language Art and Design
BTEC Subsidiary	Business	Sport Performing/ Production Arts	Information Technology	Applied Science
BTEC National	Business		Information Technology	
BTEC Extended	Business			

## CHOOSING AN APPROPRIATE ACADEMIC PATHWAY

Many universities admit students based on performance in three A Level subjects or their equivalents. This shift is attributed to a fundamental transformation in the A Level structure, with most UK schools now providing three A Level subjects in Key Stage 5. Consequently, our students will choose three subjects from the options presented in this booklet. It is important to note that only one subject can be selected from each column. The combinations are as follows:

1	A Level	3x A Levels
2	A Level + BTEC	2 x A Levels + 1 x Subsidiary BTEC
3	BTEC + A Level	2 x Subsidiary BTECs + 1 x A Level
4	BTEC Subsidiary	3 x Subsidiary BTECs
5	BTEC Diploma	1 x Diploma + 1 x Subsidiary BTEC
6	BTEC Extended Diploma	1 x Extended Diploma BTEC

Students have the option to decide whether they want to include the Extended Project Qualification (EPQ) as a supplement to their A Level and BTEC choices.

It is crucial for students to select three subjects in which they can achieve academic success.

## A LEVEL CAREER PATHWAYS

We are thrilled to present our Repton Dubai Career Pathways. These are a curated selection of subjects designed to align with university courses and career paths. These pathways have been thoughtfully chosen to guarantee that students have the appropriate combinations of subjects tailored to each unique pathway. Various options are available to cater to a diverse range of interests.

### OUR REPTON CAREER PATHWAYS ENCOMPASS:

CAREER PATHWAY	RECOMMENDED OPTION 1	RECOMMENDED OPTION 2	RECOMMENDED OPTION 3
Medicine	Chemistry	Biology	Physics or Maths
Law	English	History	Politics, Economics or Media
Engineering	Physics	Maths	Computer Science
Computing and Innovation	Computer Science	Maths	Economics, Physics or DT
Creative	Design and Technology	Art	Media
Humanities	Geography or Psychology	History or Economics	Politics or English
Life Sciences	Chemistry	Biology	Geography or Maths
Sports Studies	PE	Biology	Psychology
Business and Entrepreneurship	Business	Computer Science	Economics or English

For students who are still uncertain about their future career path, they have the option to pursue an open pathway, allowing them to choose up to three A Level courses from the four distinct option blocks.

## ENTRY REQUIREMENTS

The general entry requirements for the A Level pathway are six GCSEs at Grade 6 or above (or equivalent) including English Language and Mathematics.

For the BTEC pathway the general entry requirements are five GCSEs at Grade 5 (or equivalent) including English Language and Mathematics.

Any students wishing to study a combination of A Level and BTEC, the entry requirements will be considered on an individual basis.

Please note that some A Level and BTEC subjects have higher or additional requirements.



## A LEVEL

SUBJECT	REQUIREMENT
Arabic	Grade 6 in GCSE Arabic.
Art and Design	Grade 6 in GCSE Art and Design. If students have not studied GCSE Art and Design, they will be considered on an individual basis. A short portfolio/piece of work will need to be submitted at the start of the course. Further details about this will be available upon enrolment.
Biology	Grade 7 in GCSE Biology or 7/7 in GCSE Double Award Science.
Business	Grade 6 in GCSE Business. If students have not studied GCSE Business, they will be considered on an individual basis, provided they have achieved a Grade 6 in GCSE English Language.
Chemistry	Grade 7 in GCSE Chemistry or 7/7 in GCSE Double Award Science.
Computer Science	Grade 6 in GCSE Computer Science. If students have not studied GCSE Computer Science, they will be considered on an individual basis.
Design and Technology	Grade 6 in GCSE Design and Technology. If students have not studied GCSE Design and Technology, they will be considered on an individual basis. A short portfolio/piece of work will need to be submitted at the start of the course. Further details about this will be available upon enrolment.
Drama	Grade 6 in GCSE Drama. If students have not studied GCSE Drama, they will be considered on an individual basis.
Economics	Grade 7 in Economics. If students have not studied GCSE Economics, they will be considered on an individual basis, provided they have achieved a Grade 7 in Mathematics and a Grade 6 in GCSE English Language.
English Language	Grade 6 in GCSE English Language.
English Literature	Grade 6 in GCSE English Literature.

SUBJECT	REQUIREMENT
French	Grade 6 in GCSE French. Achieving at least a Grade 6 in GCSE English Language would be advantageous.
Geography	Grade 6 in GCSE Geography. If students have not studied GCSE Geography, they will be considered on an individual basis, provided they have achieved a Grade 6 in GCSE English Language.
German	Grade 6 in GCSE German. Achieving at least a Grade 6 in GCSE English Language would be advantageous.
History	Grade 6 in GCSE History and 6 in English language. If students have not studied GCSE History, they will be considered on an individual basis, provided they have achieved a Grade 6 in GCSE English Language.
Mathematics	Grade 8 in GCSE Mathematics.
Media	Grade 6 in GCSE Media. If students have not studied GCSE Media, they will be considered on an individual basis, provided they have achieved a Grade 6 in GCSE English Language.
Music	Grade 6 in GCSE Music and Grade 6 standard on an instrument/voice.
Physical Education	Grade 6 in GCSE Physical Education, including Grade 6 in the theory paper. If students have not studied GCSE Physical Education, they will be considered on an individual basis. Applicants must actively play one sport at club level and demonstrate proficiency in a second sport.
Physics	Grade 8 in GCSE Physics or 8/8 in GCSE Double Award Science and Grade 8 in GCSE Mathematics.
Politics	Grade 6 in GCSE English Language and English Literature. While not essential, having studied GCSE History would be an advantage.
Psychology	Grade 6 in Psychology. If students have not studied GCSE Psychology, they will be considered on an individual basis.
Spanish	Grade 6 in GCSE Spanish. Achieving at least a Grade 6 in GCSE English Language would be advantageous.

## BTEC

SUBJECT	REQUIREMENT
Applied Science	Grade 5 in GCSE Single or Double Award Science, or in separate sciences, would be advantageous.
Business	The study of Business at GCSE or BTEC Level 2 would be advantageous.
Information Technology	The study of Computer Science at GCSE would be advantageous.
Performing / Production Arts	The study of Drama, Music or Art at GCSE would be advantageous.
Sport	The study of Physical Education at GCSE or BTEC Level 2 Sport would be advantageous. If students have not studied either of these before, they will be considered on an individual basis. They must play one team and one individual sport to a good standard.

The application of the above criteria is at the Head of Sixth Form's discretion. In exceptional circumstances, students who do not meet the entry requirements may start an A Level or BTEC course on the Suitability List. We will monitor their progress over the first month of the course, and a decision will be made by the end of September regarding their eligibility to remain on the course.

# *A Level*

Subject Guidance

# ARABIC

EXAM BOARD: EDEXCEL

## EXAMPLE OF UNITS

### UNIT 1:

Theme 1 is set in the context of the Arabic-speaking world. This theme covers society past and present. If the research subject is chosen from this theme, it must focus on one Arabic-speaking country.

### UNIT 2

Theme 2 is set in the context of the Arabic-speaking world. This theme covers artistic culture past and present. If the research subject is chosen from this theme, it must focus on one Arabic-speaking country.

### UNIT 3

Theme 3 is set in the context of the Arabic-speaking world. This theme covers society past and present. If the research subject is chosen from this theme, it must focus on one Arabic-speaking country.

### UNIT 4

Theme 4 is set in the context of the Arabic-speaking world. This theme covers political culture past and present. If the research subject is chosen from this theme, it must focus on one Arabic-speaking country.



PAPER 1  
2 HOUR 30 MINUTES



PAPER 2  
2 HOUR 40 MINUTES



PAPER 3  
2 HOUR 15 MINUTES

# ART AND DESIGN

EXAM BOARD: EDEXCEL

## COURSE OVERVIEW

The A Level in Art and Design has been designed to engage students in creativity, practical exploration of different art-making forms and the creative process to develop a body of work that demonstrates meaningful and personal responses. It is a broadbased course of study, developed to explore a range of 2D, 3D and time-based process and media. The course is designed to ensure a diverse, inclusive and coherent course of study that meets learners' needs and allows them to fully achieve their potential, preparing them to make informed decisions about further study and progression to Higher Education or employment.

## THE GCE ART AND DESIGN COURSE WILL ENCOURAGE LEARNERS TO DEVELOP

- ◆ Intellectual, imaginative, creative and intuitive capabilities.
- ◆ Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- ◆ Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes.
- ◆ Their interest in, enthusiasm for and enjoyment of art, craft and design.
- ◆ Their experience of working with a broad range of media.
- ◆ An understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate.
- ◆ Knowledge and experience of real-world contexts and, where appropriate, links to the creative industries.
- ◆ Knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures.
- ◆ An awareness of different roles, functions, audiences and consumers of art, craft and design.

## PROGRESSION

This qualification provides a strong foundation for learners to progress studying further education courses such as the BTEC Level 3 Foundation Diploma in Art and Design, higher education courses such as BTEC Higher National Diplomas in art and design subjects, or direct to a BA Honors degree with an art and design focus, apprenticeships or other training and seek employment in a related sector.

## EXTRA-CURRICULAR ACTIVITIES

Photography & Junk Kouture ECA

## A LEVEL ASSESSMENT



ASSESSMENT  
COURSEWORK &  
1000 WORD ESSAY



ASSESSMENT  
COURSEWORK &  
15 HOUR PRACTICAL EXAM

# BIOLOGY

EXAM BOARD: EDEXCEL

## EXAMPLE OF UNITS

### UNIT 1: MOLECULES, DIET, TRANSPORT AND HEALTH

Topic 1 – Molecules, Transport and Health

Topic 2 – Membranes, Proteins, DNA and Gene Expression

### UNIT 2: CELLS, DEVELOPMENT, BIODIVERSITY AND CONSERVATION

Topic 3 – Cell Structure, Reproduction and Development

Topic 4 – Plant Structure and Function, Biodiversity and Conservation

### UNIT 3: PRACTICAL SKILLS I

### UNIT 4: ENERGY, ENVIRONMENT, MICROBIOLOGY AND IMMUNITY

Topic 5 – Energy Flow, Ecosystems and the Environment

Topic 6 – Microbiology, Immunity and Forensics

### UNIT 5: RESPIRATION, INTERNAL ENVIRONMENT, COORDINATION AND GENE TECHNOLOGY

Topic 7 – Respiration, Muscles and the Internal Environment

Topic 8 – Coordination, Response and Gene Technology

### UNIT 6: PRACTICAL SKILLS II

## PROGRESSION

Obtaining a qualification in A Level Biology can open up various academic and career pathways. Here are some potential progressions you can consider further education, pursue a Bachelor's degree in Biology or a related field such as Applied Biology: Biology, Biomedical Sciences, Biochemistry, Physiology, Medicine, Pharmacy, Biomedical engineering, Nursing, Natural Sciences, Immunology and research in oncology and disease.

## EXTRA-CURRICULAR ACTIVITIES

Biology Olympiad

### AS LEVEL ASSESSMENT



PAPER 1  
1 HOUR 30 MINS



PAPER 2  
1 HOUR 30 MINS



PAPER 3  
1 HOUR 20 MINS

### A LEVEL ASSESSMENT



PAPER 4  
1 HOUR 45 MINS



PAPER 5  
1 HOUR 45 MINS



PAPER 6  
1 HOUR 20 MINS

# BUSINESS

EXAM BOARD: EDEXCEL

## COURSE OVERVIEW

The Advanced Subsidiary in Business consists of two externally-examined units. This qualification is the first half of the Advanced Level qualification and consists of two AS units, Units 1 and 2.

### *The Advanced Level*

This qualification consists of four externally-examined units. The Advanced Level consists of the two units AS A2 (Units 1 and 2) plus two units (Units 3 and 4). Students wishing to take the Advanced Level must, therefore, complete all four units.

## EXAMPLE OF UNITS

### UNIT 1: MARKETING AND PEOPLE

Meeting customer needs, The market, Marketing mix and strategy, Managing people, Entrepreneurs and leaders.

### UNIT 2: MANAGING BUSINESS ACTIVITIES

Planning a business and raising finance, Financial planning, Managing finance, Resource management, External influences.

### UNIT 3: BUSINESS DECISIONS AND STRATEGY

Business objectives and strategy, Business growth, Decision-making technique, Influences on business decisions, Assessing competitiveness, Managing change.

### UNIT 4: GLOBAL BUSINESS

Globalisation, Global markets and business expansion, Global marketing, Global industries and companies.

## PROGRESSION

An A Level in Business can lead to a wide range of options post 18. Many students choose to study for a degree in Business and can choose a course which will allow them to specialise in an area of business that they most enjoy, such as finance or marketing. Many degrees now combine business with a modern foreign language which would give an opportunity to study overseas. It's a great foundation for a higher level apprenticeship in Accounting and Finance or Project Management. Also provides a general feel and understanding of the commercial world.

## EXTRA-CURRICULAR ACTIVITIES

Trips and visits to marketing agencies and factories.

### AS LEVEL ASSESSMENT



PAPER 1  
2 HOUR EXAM



PAPER 2  
2 HOUR EXAM

### A LEVEL ASSESSMENT



PAPER 3  
2 HOUR EXAM



PAPER 4  
2 HOUR EXAM

# CHEMISTRY

EXAM BOARD: EDEXCEL

## PROGRESSION

A Level Chemistry stands out as one of the most rigorous subjects, calling for a strong sense of perseverance. It serves as a prerequisite for numerous degree paths and professions, including but not limited to medicine, dentistry, veterinary science, and pharmacology. Additionally, possessing a background in Chemistry offers a valuable edge across various fields, spanning from accountancy to journalism.

## EXTRA-CURRICULAR ACTIVITIES

Chemistry Olympiad

## EXAMPLE OF UNITS

### UNIT 1: STRUCTURE, BONDING AND INTRODUCTION TO ORGANIC CHEMISTRY

- Formulae, equations and amount of substance
- Atomic structure and the periodic table
- Bonding and structure
- Organic chemistry

### UNIT 2: ENERGETICS, GROUP CHEMISTRY, HALOGENOALKANES AND ALCOHOLS

- Energetics
- Redox chemistry
- Quantitative chemistry
- Inorganic chemistry of group

### UNIT 3: PRACTICAL SKILLS (I)

- Practical skills
- Maths skills

## UNIT 4: RATES, EQUILIBRIA AND FURTHER ORGANIC CHEMISTRY

- Kinetics
- Entropy and energetics
- Chemical equilibria
- Acid-base equilibria

## UNIT 5: TRANSITION METALS AND ORGANIC NITROGEN CHEMISTRY

- Redox chemistry
- Transition metals and their chemistry
- Organic chemistry of Arenes
- Organic Compounds, amines, amides and amino acids

## UNIT 6: RATES, PRACTICAL SKILLS (II)

- Practical skills
- Maths skills

## PROGRESSION

A Level Chemistry stands out as one of the most rigorous subjects, calling for a strong sense of perseverance. It serves as a prerequisite for numerous degree paths and professions, including but not limited to medicine, dentistry, veterinary science, and pharmacology. Additionally, possessing a background in Chemistry offers a valuable edge across various fields, spanning from accountancy to journalism.

## EXTRA-CURRICULAR ACTIVITIES

Chemistry Olympiad

### AS LEVEL ASSESSMENT



PAPER 1  
1 HOUR 30 MINS



PAPER 2  
1 HOUR 30 MINS

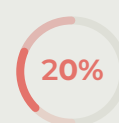


PAPER 3  
1 HOUR 20 MINS

### A LEVEL ASSESSMENT



PAPER 4  
1 HOUR 45 MINS



PAPER 5  
1 HOUR 45 MINS



PAPER 6  
1 HOUR 20 MINS

# COMPUTER SCIENCE

EXAM BOARD: CAMBRIDGE INTERNATIONAL

## COURSE OVERVIEW

The aims of this course are to enable students to develop: – computational thinking skills – an understanding of the main principles of solving problems using computers – an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communication and people – an understanding of the different methods of communication and the functionality of networks and the internet – the skills necessary to apply this understanding to develop computer based solutions to problems.

Cambridge International AS Level candidates take only Components 1 and 2. Cambridge International A Level candidates have two choices. Candidates who want to take the whole of the Cambridge International A Level qualification at the end of a course of study take all four components together. Candidates who want to take the Cambridge International A Level qualification in two stages take the Cambridge International AS Level first. If they pass Cambridge International AS Level, they then only need to take Components 3 and 4 in order to complete the Cambridge International A Level. Cambridge International AS Level.

## YEAR 1 AS - LEVEL

Computational thinking is developed using a structured approach that includes the use of programming and problem-solving skills to provide solutions to real life problems. It requires the manipulation and storage of different types of data and the communication of solutions over networks.

Computational thinking is supported by developing an understanding of how computer architecture, hardware, systems software, security measures and communication systems, provide the infrastructure required in an efficient and ethical way. The syllabus supports opportunities for students to apply their skills in practical contexts that are required in the digital industry.

## YEAR 2 A - LEVEL

Computational thinking is further developed at A Level to extend methods for searching, sorting, structuring and storage of data. This includes understanding of Artificial Intelligence (AI). Programming paradigms are considered together with an extension of programming skills to include recursion and exception handling.

Computational thinking is supported by developing an in-depth understanding of how computer architecture, hardware, systems software, security measures and communication systems can have different structures and protocols. These can be combined to provide an appropriate infrastructure for solutions of problems. The syllabus encourages opportunities for students to apply their skills in a practical context that are required in the digital industry.

## EXTRA-CURRICULAR ACTIVITIES

YAS 4x4 in schools

## AS LEVEL – YEAR 1 ASSESSMENT



PAPER 1 - THEORY FUNDAMENTALS  
1 HOUR 30 MINUTES EXAM



PAPER 2  
2 HOUR EXAM

## A LEVEL – YEAR 2 ASSESSMENT



PAPER 3 - ADVANCED THEORY  
1 HOUR 30 EXAM



PAPER 4 - PRACTICAL  
2 HOUR 30 MINUTES EXAM

# DESIGN & TECHNOLOGY

EXAM BOARD: CAMBRIDGE INTERNATIONAL

## COURSE OVERVIEW

This syllabus encourages candidates to be innovative and creative and to develop their ability to design high-quality products. Through their studies, candidates will:

- develop an awareness of the significance of design and technology to society
- learn more about production processes and industrial practices
- develop critical evaluation skills which they can employ in a variety of technical, aesthetic, economic, environmental, social and cultural contexts.

As a result, candidates will also become discerning consumers of design and technology, able to make informed choices.

## YEAR 1 AS - LEVEL

### Component 1

This question paper tests the compulsory core content of the syllabus (Part 1). There are three sections, which assess knowledge, understanding, product analysis and design. In each section candidates answer one question from a choice of three. Section A contains structured core knowledge application questions; Section B contains product analysis questions; Section C contains structured design questions.

### Component 2

This school-based assessment is a coursework project, and it allows candidates to investigate and develop specialist areas of interest. Candidates identify a design problem and then produce a design model. The model establishes the validity of the initial design thinking and synthesis of ideas and their suitability for further development. Depending on the project's nature, it is likely that the model will either focus on one or more detailed aspects of design ideas and proposals or represent an overall design idea through a scale model. The model must consist of a made product formed from one or a combination of kit, resistant or semi-resistant materials.

## YEAR 2 A - LEVEL

### Component 3

This question paper tests the focus areas in Part 2 of the syllabus. Candidates choose one of the three focus areas. There are two sections which test design, knowledge and understanding in each of the three focus areas. Section A contains nine structured knowledge application questions covering the three focus areas. Candidates must answer two questions from one focus area. Section B consists of three design questions, covering the three focus areas; candidates must answer one.

### Component 4

This school-based assessment is another coursework project. It can be either the natural development of the Component 2 project or a completely new project covering Components 2 and 4 holistically. The outcome of this component will be a product made in the most appropriate materials available.

It may be a complete final product, a prototype or camera-ready copy, depending on the nature of the project. However, it must be possible to test and evaluate the product in a meaningful way.

The project is internally marked and externally moderated. There is more information on marking and moderation in section 4 of the syllabus. Because each centre needs to provide a sample of the coursework projects to Cambridge International for moderation purposes, the design folio should be in paper format no larger than A3 size. Each folio should include sufficient photographs showing an overall view and detailed evidence of the level of achievement reached on the model and/or final product. Centres must not send 3D products to Cambridge International for moderation purposes. Although one of the syllabus aims is to encourage the use of information and communications technology (ICT), this is not a requirement. Candidates who do not use ICT will not lose marks.

## PROGRESSION

Cambridge International A Level Design & Technology provides a suitable foundation for the study of Design & Technology or related courses in higher education. Equally, it is suitable for candidates intending to pursue careers or further study in Design & Technology, or as part of a course of general education. Cambridge International AS Level Design & Technology is the first half of Cambridge International A Level Design & Technology. Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in Design & Technology or some other subjects. We recommend learners check the Cambridge recognition database and university websites to find the most up-to-date entry requirements for courses they wish to study.

## EXTRA-CURRICULAR ACTIVITIES

YAS 4x4 in schools

## AS LEVEL – YEAR 1 ASSESSMENT



COMPONENT 1 - PAPER 1  
3 HOUR EXAM

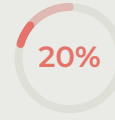


COMPONENT 2 - COURSEWORK PROJECT  
40-50 HOUR

## A LEVEL – YEAR 2 ASSESSMENT



COMPONENT 3 - PAPER 2  
3 HOUR EXAM



COMPONENT 4 - COURSEWORK PROJECT  
40-50 HOUR

# DRAMA & THEATRE

EXAM BOARD: EDEXCEL

## COURSE OVERVIEW

A Level in Drama and Theatre has been designed to engage students in creativity, practical exploration of theatre, and 21st century theatre practices. Feedback from teachers and other key stakeholders has been fully considered to ensure a diverse, inclusive and coherent course of study that meets learners' needs and allows them to fully achieve their potential, preparing them to make informed decisions about further study and progression to Higher Education or employment.

## EXAMPLE OF UNITS

### UNIT 1: DEVISING

#### *Examples of unit content*

- Devise an original performance piece.
- Use one key extract from a performance text and a theatre practitioner as stimuli.
- Centre choice of text and practitioner.
- Performer or designer routes available.

### UNIT 2: TEXT IN PERFORMANCE

#### *Examples of unit content*

- A group performance/design realisation of one key extract from a performance text.
- A monologue or duologue performance/design realisation from one key extract from a different performance text.
- Centre choice of performance texts.

### UNIT 3: THEATRE MAKERS IN PRACTICE

#### *Examples of unit content*

- Live theatre evaluation – choice of performance.
- Practical exploration and study of a complete performance text—focusing on how this can be realised for performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimaged for a contemporary audience.
- Centre choice of 15 performance texts from two lists – Choice of eight practitioners.

## PROGRESSION

This qualification provides a strong foundation for learners to progress to studying Theatre at the Higher Education level.

## EXTRA-CURRICULAR ACTIVITIES

School production

## A LEVEL ASSESSMENT



COMPONENT 1:  
DEVISING  
COURSEWORK &  
PRACTICAL EXAM



COMPONENT 2:  
TEXT IN  
PERFORMANCE  
PRACTICAL EXAM



COMPONENT 3:  
THEATRE MAKERS IN  
PRACTICE  
3 HOUR EXAM

# ECONOMICS

EXAM BOARD: EDEXCEL

## COURSE OVERVIEW

The AS in Economics consists of two externally-examined units. This qualification is the first half of the Advanced Level qualification and consists of two units, Units 1 and 2. This qualification may be awarded as a discrete qualification or may contribute 50 per cent towards the Advanced Level qualification. This qualification consists of four externally-examined units. The Advanced Level consists of the two units (Units 1 and 2) plus two IA2 units (Units 3 and 4). Students wishing to take the Advanced Level must, therefore, complete all four units.

## EXAMPLE OF UNITS

### UNIT 1: MARKETS IN ACTION

Introductory concepts, Consumer behaviour and demand, Supply, Price determination, Market failure, Government intervention in markets.

### UNIT 2: MACROECONOMIC PERFORMANCE AND POLICY

Measures of economic performance, Aggregate demand (AD), Aggregate supply (AS), National income, Economic growth, Macroeconomic objectives and policies.

### UNIT 3: BUSINESS BEHAVIOUR

Types and sizes of business, Revenue, costs and profits, Market structures and contestability, Labour markets, Government intervention.

### UNIT 4: DEVELOPMENTS IN THE GLOBAL ECONOMY

Causes and effects of globalization, Trade and the global economy, Balance of payments, exchange rates and international competitiveness, Poverty and inequality, The role of the state in the macroeconomy, Growth and development in developing, emerging and developed economies.

## PROGRESSION

An A Level in Economics can lead to a wide range of options post 18. Some of these options include higher-education courses such as an economics degree with a focus on theory, or a degree in applied economics, such as environmental economics, labour economics, public sector economics or monetary economics. Alternatively, students may choose to go on to study a business economics, mathematical economics or business degree. Students can also progress to a wide range of careers ranging from finance, banking, insurance, accountancy, management and consultancy to becoming professional economists.

## EXTRA-CURRICULAR ACTIVITIES

Repton Dubai Magazine

### AS LEVEL ASSESSMENT



PAPER 1  
1 HOUR AND  
45 MINUTES EXAM



PAPER 2  
1 HOUR AND  
45 MINUTES EXAM

### A LEVEL ASSESSMENT



PAPER 3  
2 HOUR EXAM



PAPER 4  
2 HOUR EXAM

# ENGLISH LANGUAGE

EXAM BOARD: CAMBRIDGE INTERNATIONAL

## COURSE OVERVIEW

Cambridge International A Level English Language provides learners with the opportunity to study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis.

Paper 1: Reading (AS)

Paper 2: Writing (AS)

Paper 3: Language Analysis (A Level)

Paper 4: Language Topics (A Level)

## PROGRESSION

An A Level in English Language presents a range of career prospects. One might embark on a path as a secondary school teacher, imparting knowledge in language structure and communication. Journalism is another route, where writing skills contribute to newspapers, magazines, or digital platforms. In the publishing sector, opportunities exist as an editor or proofreader, refining written content and ensuring clarity. Exploring roles in marketing, public relations, or corporate communications capitalises on strong language and communication abilities. Content creation for websites, blogs, or social media platforms offers avenues to showcase linguistic dexterity. Technical writing becomes a viable career option, crafting clear and concise documentation. The study of English Language can also lead to roles in linguistic research or language consultancy. From education to media and corporate sectors, an English Language qualification opens doors to diverse and impactful career paths.

## A LEVEL ASSESSMENT



PAPER 1  
2 HOURS AND 15 MINUTES



PAPER 2  
2 HOURS



PAPER 3  
2 HOURS AND 15 MINUTES



PAPER 4  
2 HOURS AND 15 MINUTES

# ENGLISH LITERATURE

EXAM BOARD: EDEXCEL

## COURSE OVERVIEW

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in English Literature are to enable students to:

- Read widely and independently set texts and others that they have selected for themselves
- Engage critically and creatively with a substantial body of texts and ways of responding to them
- Develop and effectively apply their knowledge of literary analysis and evaluation
- Explore the contexts of the texts they are reading and others' interpretations of them
- Undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.

## COMPONENT 1: DRAMA

Shakespeare: William Shakespeare's *Othello*

Post-1900: Tennessee Williams' *A Street Car Named Desire*

## COMPONENT 2: PROSE – SCIENCE AND SOCIETY

Pre-1900: Mary Shelley's *Frankenstein*

Post-1900: Margaret Atwood's *The Handmaid's Tale*

## COMPONENT 3: POETRY

Victorian Poet: Christina Rossetti

## COMPONENT 4: NON-EXAMINED ASSESSMENT (COURSEWORK)

One extended comparative essay referring to two texts.

## PROGRESSION

An A Level in English Literature opens the door to diverse career opportunities. Journalism offers a path where writing skills contribute to newspapers, magazines, or online platforms. In publishing, there is an option to work as an editor or proofreader, refining written content. Becoming a secondary school teacher, educating students in literature and language arts means you have a significant hand in shaping the next generation. A career as a literary agent involves negotiating book deals and supporting authors. Scriptwriting for film, television, or theater allows the use of narrative skills creatively. Marketing and PR roles value communication skills, and museum curation combines literary passion with historical appreciation. Higher education invites those interested in teaching at the college or university level. From book reviewing to corporate communications, an English Literature qualification provides access to a variety of practical and fulfilling career options.

## EXTRA-CURRICULAR ACTIVITIES

Book clubs, theatre visits

## A LEVEL ASSESSMENT



COMPONENT 1 - DRAMA  
2 HOUR 15 MIN EXAM



COMPONENT 2  
1 HOUR 15 MIN EXAM



COMPONENT 3  
2 HOUR 15 MIN EXAM



COMPONENT 4  
NON-EXAMINED ASSESSMENT

# GEOGRAPHY

EXAM BOARD: CAMBRIDGE INTERNATIONAL

## COURSE OVERVIEW

The syllabus is wide-ranging and comprises a variety of options. For example, pupils can study topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change and settlement dynamics at AS Level. The syllabus considers a range of environments, from tropical to arid, and pupils can also study subjects such as environmental management, global interdependent, hazardous environments, and economic transition at A2 level.

## BENEFITS

The geography syllabus at A Level builds upon skills gained at Cambridge IGCSE (or equivalent) level of study. Learners widen their knowledge and understanding of the subject, while developing investigative abilities and their evaluation and decision-making skills.

### AS GEOGRAPHY

#### UNIT 1

*Physical Geography:* Hydrology and  
Geomorphology

*Human Geography:* Population

#### UNIT 2

*Physical Geography:* Rocks and Weathering

*Human Geography:* Migration

#### UNIT 3

*Physical Geography:* Atmosphere and  
Weather

*Human Geography:* Settlement Dynamics

### A2 GEOGRAPHY

#### UNIT 1

*Physical Geography:* Hazardous  
Environments

*Human Geography:* Environmental  
Management

#### UNIT 2

*Physical Geography:* Coastal  
Environments

*Human Geography:* Global  
Interdependence

## ASSESSMENT

### *Core Physical Geography*

1 hour 30 minutes

60 marks

#### Section A

Three data response questions.

30 marks

#### Section B

One structured question from a choice of three.

30 marks



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### *Core Human Geography*

1 hour 30 minutes

60 marks

#### Section A

Three data response questions.

30 marks

#### Section B

One structured question from a choice of three.

30 marks



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### Paper 3: *Advanced Physical Geography Options*

1 hour 30 minutes

60 marks

Candidates answer questions on two of the optional topics.  
Each topic consists of one structured question (10 marks)  
and a choice of essay questions.

20 marks



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### Paper 4: *Advanced Human Geography Options*

1 hour 30 minutes

60 marks

Candidates answer questions on two of the optional topics.  
Each topic consists of one structured question (10 marks)  
and a choice of essay questions.

20 marks



# HISTORY

EXAM BOARD: EDEXCEL

## EXAMPLE OF UNITS

### UNIT 1

In Search of the American Dream: The USA, c1917-96.

### UNIT 2

India, c1914-48: The Road to Independence.

### UNIT 3

Rebellion and Disorder Under the Tudors, 1485-1603.

*Coursework:* Origins of the First World War

## PROGRESSION

Not only is the subject itself enjoyable but the skills acquired are highly sought after by employers. The ability to collate, organise and synthesize information, to work out thorough responses and write convincing analysis and argument is paramount to many types of careers ranging from Business to Law or Marketing.

## ASSESSMENT



PAPER 1  
BRITAIN TRANSFORMED  
1918-97  
2 HOUR 15 EXAM



PAPER 2  
THE USA, CONFORMITY  
AND CHALLENGE  
1955-1992  
1 HOUR 30 EXAM



PAPER 3  
BRITAIN: LOSING AND  
GAINING AN EMPIRE  
1763-1914  
2 HOUR 15 EXAM



Students complete  
an independently  
researched enquiry  
on historical  
interpretations e.g.  
the origins of WW1 or  
origins of the Cold War.  
3000-4000 ESSAY

# MATHEMATICS

EXAM BOARD: EDEXCEL

## EXAMPLE OF UNITS

### UNIT P1: PURE MATHEMATICS 1

Algebra and functions; coordinate geometry in the  $(x, y)$ ; trigonometry; differentiation; integration.

### UNIT P2: PURE MATHEMATICS 2

Proof; algebra and functions; coordinate geometry in the  $(x, y)$  plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration.

### UNIT P3: PURE MATHEMATICS 3

Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods.

### UNIT P4: PURE MATHEMATICS 4

Proof; algebra and functions; coordinate geometry in the  $(x, y)$  plane; binomial expansion; differentiation; integration; vectors.

### UNIT M1: MECHANICS 1

Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.

### UNIT S1: STATISTICS 1

Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.

## PROGRESSION

Obtaining a qualification in International A Level Mathematics can open up various academic and career pathways. Here are some potential progressions you can consider further education, pursue a Bachelor's degree in Mathematics or a related field such as Applied Mathematics, Statistics, Computer Science, Engineering, Physics, Economics, or Actuarial Science. Consider specializing in a specific branch of mathematics that aligns with your interests, such as pure mathematics, applied mathematics, or mathematical modeling.

## EXTRA-CURRICULAR ACTIVITIES

Dubai Maths Super League Competition

## ASSESSMENT

Each unit

- is externally assessed
- has a written examination of 1 hour and 30 minutes
- has 75 marks
- students must answer all questions
- calculators may be used in the examination

## AS LEVEL ASSESSMENT



COMPONENT 1  
NON-EXAMINED ASSESSMENT



COMPONENT 2  
2 HOURS

## A LEVEL ASSESSMENT



COMPONENT 3  
NON-EXAMINED ASSESSMENT



COMPONENT 4  
2 HOURS

# MEDIA

EXAM BOARD: CAMBRIDGE INTERNATIONAL

## COURSE OVERVIEW

Cambridge International A Level Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives.

Component 1: Foundation Portfolio

Component 2: Media texts and contexts

Component 3: Advanced Portfolio

Component 4: Critical Perspectives

## PROGRESSION

An A Level in Media Studies unlocks diverse career avenues within the dynamic field of media. Aspiring individuals may venture into journalism, utilising their skills to craft engaging content for newspapers, magazines, or digital platforms. Broadcasting offers roles in radio or television production, where storytelling comes to life through visual and auditory mediums.

## AS LEVEL ASSESSMENT



COMPONENT 1  
NON-EXAMINED  
ASSESSMENT



COMPONENT 2  
2 HOURS

## A LEVEL ASSESSMENT



COMPONENT 3  
NON-EXAMINED  
ASSESSMENT



COMPONENT 4  
2 HOURS

# MODERN FOREIGN LANGUAGES (FRENCH, GERMAN OR SPANISH)

EXAM BOARD: EDEXCEL

## EXAMPLE OF UNITS

### UNIT 1

Spoken expression and response: Youth matters; Lifestyle, health and fitness; Environment.

### UNIT 2

Understanding and written response: Sustainability; Travel; Education and employment.

### UNIT 3

Understanding and spoken response: Debate on any issue chosen by the student followed by a discussion of at least two further issues chosen by the teacher/examiner from any of the IAL general topic areas (GTAs).

### UNIT 4

Research, understanding and written response: Youth matters; Lifestyle, health and fitness; Environment and travel; Education and employment; Technology in the Spanish-speaking world; Society and Ethics in the Spanish-speaking world; Set topics, literary texts and films.

## PROGRESSION

This qualification is modular and comprises of four units. Unit 1 and Unit 2 and Unit 3 and unit 4. Speaking communication skills are assessed in Units 1 and 3 and skills of listening, reading and writing are assessed in Units 2 and 4. It is 100% externally assessed, with exams in January and June.

Our General Topic Areas (GTA) focus on Spain and France and the wider Spanish or French speaking world exploring cultural, social, political, moral, intellectual, technological issues and trends. Achievement is benchmarked against the advanced level General Certificate of Education (GCE) and the Council of Europe's Common European Framework of Reference for Languages (CEFR) at level B2.

AS LEVEL ASSESSMENT



PAPER 1 - SPEAKING  
10 MINUTES



PAPER 2 - WRITING  
2.5 HOUR EXAM

A LEVEL ASSESSMENT



PAPER 3 - SPEAKING  
13 MINUTES



PAPER 4 - WRITING  
2.5 HOUR EXAM

# MUSIC

EXAM BOARD: EDEXCEL

## COURSE OVERVIEW

This qualification will support students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills, including performing, composing and appraising. Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

## EXAMPLE OF UNITS

### UNIT 1: PERFORMING

*Examples of unit content:*

- A public performance of one or more pieces, performed as a recital.
- Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.
- The total performance time across all pieces must be a minimum of eight minutes.
- Performances must be recorded after 1 March in the year of certification and all materials for assessment submitted to arrive by 15 May in the year of certification.

### UNIT 2: COMPOSING

*Examples of unit content:*

- Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.
- One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least four minutes in duration.
- One composition must be from a list of briefs assessing compositional technique, carrying 20 marks for this component. This composition must be at least one minute in duration, unless the brief specifies a longer minimum duration.
- Total time across both submissions must be a minimum of six minutes.

## UNIT 3: APPRAISING

### *Examples of unit content:*

- Knowledge and understanding of musical elements, contexts and language.
- Application of knowledge through the context of six areas of study, each with two set works, with the exception of Popular Music and Jazz, which has three set works.
- The areas of study are: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions.

## PROGRESSION

This qualification will allow students to develop particular strengths and interests, encourage lifelong learning and provide access to higher education and university degree courses in music and music-related subjects, as well as music-related and other careers.

## EXTRA-CURRICULAR ACTIVITIES

Orchestra, school production

## A LEVEL ASSESSMENT



# PHYSICAL EDUCATION

EXAM BOARD: CAMBRIDGE INTERNATIONAL

## YEAR 1 (AS LEVEL) - COMPONENTS

*Section A:* Applied Anatomy & Physiology

*Section B:* Acquiring, developing and performing movement skills

*Section C:* Contemporary studies in physical education and sport

## YEAR 2 (A LEVEL) - COMPONENTS

*Section A:* Exercise and sport physiology

*Section B:* Psychology of sport performance

*Section C:* Olympic games: a global perspective

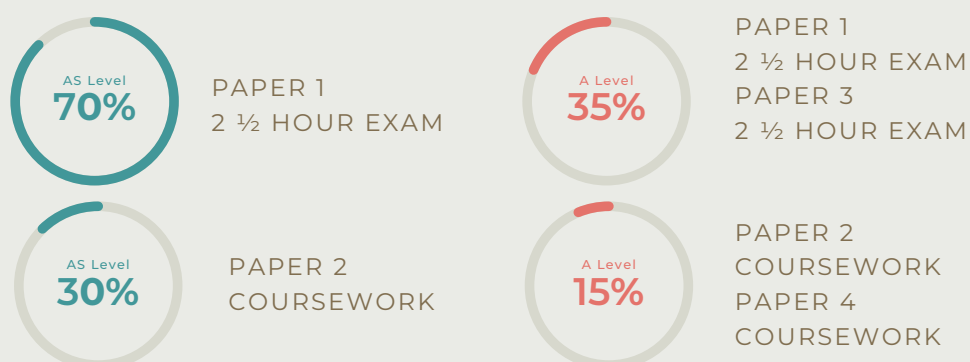
## PROGRESSION

Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in Physical Education or other subjects. Previously, students have studied sports science, business, events, medicine, psychology and nutrition following on from this course.

## EXTRA-CURRICULAR ACTIVITIES

Throughout this course, students must practice two sports for two years. This will be submitted as their practical coursework. Students who commit fully to a specific club/sport achieve a higher grade in this aspect of the course.

## ASSESSMENT



# PHYSICS

EXAM BOARD: EDEXCEL

## COURSE OVERVIEW

The Pearson Edexcel International A Level in Physics is modular, with the IAS awarded after Year 12 and the full IAL after completing both years. This course is ideal for students with a GCSE in Physics and covers key areas such as mechanics, waves, electricity, fields, particle physics, thermodynamics, radiation, oscillations, cosmology, and practical skills.

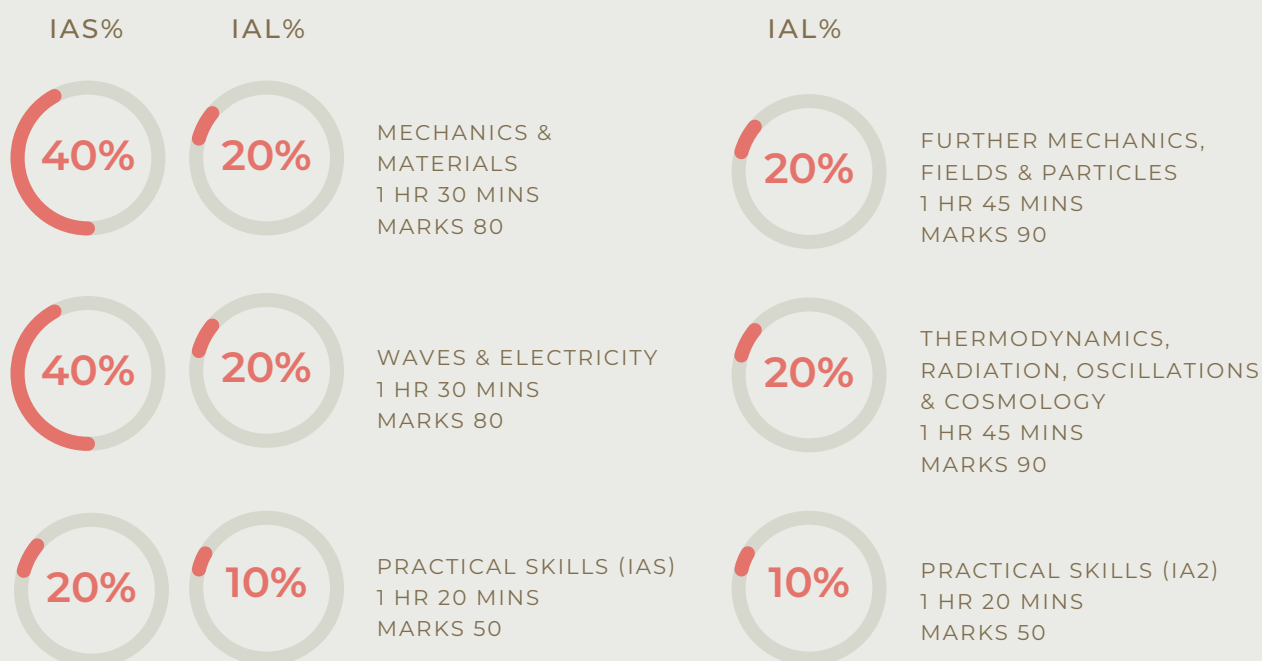
## UNITS OF STUDY

**YEAR 12 (IAS):** Unit 1 – Mechanics & Materials, Unit 2 – Waves & Electricity, Unit 3 – Practical Skills

**YEAR 13 (IA2):** Unit 4 – Further Mechanics, Fields & Particles, Unit 5 – Thermodynamics, Radiation, Oscillations & Cosmology, Unit 6 – Practical Skills

## ASSESSMENT OVERVIEW

All units are externally assessed through written papers. Calculators are permitted.



## PROGRESSION

This qualification supports progression to university courses in Physics and related sciences. It has been developed in consultation with UK and international universities to ensure strong alignment with higher education standards.

# POLITICS

EXAM BOARD: EDEXCEL

## EXAMPLE OF UNITS

### UNIT 1: UK POLITICS

- Democracy and participation, political parties, electoral systems, voting behaviour and the media
- Liberalism, Socialism, Conservatism (Core Political Ideas)

### UNIT 2: UK GOVERNMENT

- The constitution, parliament, Prime Minister and executive, relationships between the branches
- (One of the 4 non core political ideas) Anarchism, ecologism, feminism, multiculturalism, nationalism

### UNIT 3: US POLITICS

- The US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories

## PROGRESSION

A politics degree opens doors to a broad range of careers, including political work, social and political research, journalism, HR and marketing. Studying politics enables you to develop specific subject knowledge, such as how different political systems work, how international organisations such as the World operate, and the ability to interpret global political issues and events. Popular professions for politics graduates include marketing associate professionals, business, research and administrative professionals, HR officer or PR officer, finance and investment analyst advisers.

## A LEVEL ASSESSMENT



# PSYCHOLOGY

EXAM BOARD: OXFORD AQA

## COURSE OVERVIEW

Students will have the opportunity to explore interesting psychology topics, considering both psychological theory and practical application. This qualification is modular. The full International A Level is intended to be taken over two years. The specification content for the AS is half that of an A Level. Students can take the International AS units in the first year and then take the International A Level units in the second year to complete the full A Level, or they can take all the units together in the same examination series at the end of the course.

## EXAMPLE OF UNITS

### UNIT 1: INTRODUCTORY TOPICS IN PSYCHOLOGY

Memory - Social Psychology - Psychopathy

### UNIT 2: BIOPSYCHOLOGY, DEVELOPMENTS AND RESEARCH METHODS 1

Biopsychology - Cognitive Development - Research Methods 1

### UNIT 3: ADVANCE TOPICS AND RESEARCH METHODS 2

Psychology of sleep - Schizophrenia - Research Methods 2

### UNIT 4: APPROACHES AND APPLICATIONS

Scientific approaches in Psychology - Issues and debated in Psychology - Applied Psychology: work and the individual

## PROGRESSION

Studying A Level psychology offers insights into human behavior, fostering curiosity and enhancing awareness of personal and others' actions. This course equips you with skills valued by universities and employers, such as independent thinking, critical analysis, and research proficiency. The acquired knowledge and skills open doors to diverse career paths, including psychology, mental health, social work, education, business, and sports.

## EXTRA-CURRICULAR ACTIVITIES

Sessions led by external speakers and Psychologists, dissections and cross-collaboration opportunities with other schools.

## AS LEVEL ASSESSMENT



PAPER 1  
INTRODUCTORY  
TOPICS IN  
PSYCHOLOGY  
1HR 30 MIN EXAM



PAPER 2  
BIOPSYCHOLOGY,  
DEVELOPMENTS  
AND RESEARCH  
METHODS 1  
1HR 30 MIN EXAM

## A LEVEL ASSESSMENT



PAPER 3  
ADVANCE TOPICS AND  
RESEARCH METHODS 2  
1HR 30 MIN EXAM



PAPER 4  
APPROACHES AND  
APPLICATIONS  
1HR 30 MIN EXAM

*BTEC*

Subject Guidance

# APPLIED SCIENCE

SUBSIDIARY: EDEXCEL

## COURSE OVERVIEW

Our Level 3 BTEC course in Applied Science is an internationally recognized qualification that combines theoretical understanding with practical applications, ensuring students are well-prepared for the demands of the scientific industry.

The program is structured to cover a wide range of scientific disciplines, including biology, chemistry, and physics, fostering a holistic understanding of applied sciences.

## EXAMPLE OF UNITS

### UNIT 1: PRINCIPLES AND APPLICATIONS OF BIOLOGY I

In this unit you will study key concepts in cellular biology, human anatomy and physiology. The unit explores the fundamental structure and function of cells and the subcellular arrangement of organelles which are visible using electron microscopy.

### UNIT 2: PRINCIPLES AND APPLICATIONS OF CHEMISTRY I

This unit covers some of the key chemistry concepts in atomic structure, bonding, the Periodic Table and reacting quantities. Further key science concepts are considered in Unit 6: Principles and Applications of Chemistry II.

### UNIT 3: PRINCIPLES AND APPLICATIONS OF PHYSICS I

This unit covers some of the main science concepts in physics with a focus on two key areas; electromagnetic waves used in communication and the fundamental aspects of forces and motion in transportation.

### UNIT 4: INVESTIGATIVE PROJECT SKILLS

This unit enables learners to gain an understanding and the skills required to undertake an investigative project.

## UNIT 5: PRINCIPLES AND APPLICATIONS OF BIOLOGY II

Learners will explore biological molecules and pathways, and their relevance to diseases, disorders, treatments and therapies.

## UNIT 6: PRINCIPLES AND APPLICATIONS OF CHEMISTRY II

This unit builds on and extends the range of key science concepts in chemistry that were covered in Unit 2: Principles and Applications of Chemistry I.

## UNIT 7: PRINCIPLES AND APPLICATIONS OF PHYSICS II

This unit covers the important areas of thermal physics, materials and fluids and the essential aspects of radioactivity.

## UNIT 8: CONTEMPORARY ISSUES IN SCIENCE

This unit will enable learners to develop their skills and understanding in evaluating the impact of contemporary scientific issues and how they are discussed in publications.

## CAREER OPPORTUNITIES

Upon successful completion of the International Applied Science Level 3 BTEC Course, students will be well-positioned to pursue careers in research and development, laboratory technology, environmental science, and other related fields. Additionally, the qualification serves as a solid foundation for further studies at the university level.

# BUSINESS

## SUBSIDIARY, DIPLOMA AND EXTENDED: EDEXCEL

### COURSE OVERVIEW

The BTEC International Level 3 in Business enables students to focus on a range of business topics and gain a developed knowledge of Business across the globe. Students will be assessed in a variety of formats and gain educational as well as practical business skills. The BTEC is a 100% coursework only subject – there are no examinations involved, although there are two set assignments. You will, however, need to spend time completing work to a high standard, outside of lesson time. The work and assessments you produce may take the form of presentations, videos, performance logs, promotional materials and written documents.

### EXAMPLE OF UNITS

UNIT 1: EXPLORING BUSINESS

UNIT 2: RESEARCH AND PLAN A MARKETING CAMPAIGN

UNIT 3: BUSINESS FINANCE

UNIT 4: MANAGING AN EVENT

UNIT 5: PRINCIPLES OF MANAGEMENT

UNIT 6: BUSINESS DECISION MAKING

Optional units will be chosen based upon the cohort of students and their individual requirements and preferences.

### PROGRESSION

BTEC International Level 3 Diploma in Business provides a route into the many diverse areas of business. These could include specialist areas such as marketing, finance, customer service or human resources, in large organisations or a role in small, local business. It also provides the opportunity to access higher education.

## EXTRA-CURRICULAR ACTIVITIES

Students will get many opportunities for hands on experience whilst studying the course, with visits to several key industries here in the Emirate, completing work experience, participating in residential visits and organising and participating in international trips.

## ASSESSMENT

BTEC International advanced subsidiary, diploma and extended diploma qualifications provide a broad understanding of the way businesses work. Students study a range of units each focusing on a different aspect of the Business world., including marketing, operations, finance and human resources. During the two year course, students organise events, guest speakers, complete visits to business and applying their soft skills to completing work experience in a business of their choice. Students will be awarded either Pass, Merit, Distinction for each unit. Students can achieve a Pass, Merit, Distinction or Distinction\* at the end of the two year course.

# INFORMATION TECHNOLOGY

## SUBSIDIARY AND DIPLOMA: EDEXCEL

### COURSE OVERVIEW

The BTEC International Level 3 qualifications in IT have been developed in collaboration with Microsoft to ensure content aligns with specific certified learning opportunities. Students will be assessed in a variety of formats and gain educational as well as practical IT skills. These qualifications give a professional advantage by providing a mastering of skills in digital and cloud businesses through the attainment of industry-endorsed certification. Attainment of these certifications allow learners to pursue technical job roles. Pearson has collaborated with Microsoft on the following:

Microsoft Azure Data Fundamentals

Microsoft Azure Fundamentals

### EXAMPLE OF UNITS

INFORMATION TECHNOLOGY SYSTEMS – STRATEGY

MANAGEMENT AND INFRASTRUCTURE

CREATING SYSTEMS TO MANAGE INFORMATION

USING SOCIAL MEDIA IN BUSINESS

DATA MODELLING

IT PROJECT MANAGEMENT

CYBER SECURITY AND INCIDENT MANAGEMENT

IT TECHNICAL SUPPORT AND MANAGEMENT

SOFTWARE TESTING

CUSTOMISING AND INTEGRATING APPLICATIONS

Optional units will be chosen based upon the cohort of students and their individual requirements and preferences.

## PROGRESSION

These qualifications give learners the opportunity to progress to higher education to study a BTEC Higher National in Computing, a degree in an information technology discipline or a degree where information technology related skills and knowledge may be advantageous, such as business studies. They also support learners who want to develop knowledge and skills needed for vocational apprenticeship roles, and allow for progression to job opportunities at trainee/entry levels.

Jobs available in these areas include:

- Software Developer
- Mobile App
- Designer Programmer
- Web/Content Developer
- Games Designer
- IT/Business Analysis Support

## EXTRA-CURRICULAR ACTIVITIES

Students will get many opportunities for hands on experience whilst studying the course, with visits to several key industries here in the Emirates.

## ASSESSMENT

Pearson BTEC International Level 3 Subsidiary Diploma in Information Technology Mandatory units There are two mandatory units that are set-assignment assessment units. Learners must complete and achieve a Pass or above in the two mandatory units. Optional units Learners must complete optional units to a minimum value of 360GLH.

Pearson BTEC International Level 3 Diploma in Information Technology Mandatory units There are two mandatory units that are set-assignment assessment units. Learners must complete and achieve a Pass or above in the two mandatory units. Optional units Learners must complete optional units to a minimum value of 720GLH.

# PERFORMING / PRODUCTION ARTS

## SUBSIDIARY

Students can choose between BTEC Production Arts, which focuses on behind-the-scenes roles such as make-up, scene design, and lighting, or Performing Arts, which covers acting, dancing, and more.

### UNIT A: PERFORMING ARTS SKILLS DEVELOPMENT - 300 GLH (OPTIONAL)

*Choose two from:* A1 Exploring Performance Styles or A2 Creating Performance Material or A3 Performing for an Audience

### UNIT B: ACTING SKILLS DEVELOPMENT - 300 GLH (OPTIONAL)

*Choose two from:* B4 Exploring Performance Styles or B5 Creating Performance Material or B6 Performing as an Actor for an Audience

### UNIT C: DANCE SKILLS DEVELOPMENT – 300 GLH (OPTIONAL)

*Choose two from:* C7 Exploring Performance Styles or C8 Creating Performance Material or C9 Performing as a Dancer as Part of an Ensemble

### UNIT D: MUSICAL THEATRE SKILLS DEVELOPMENT - 300 GLH (OPTIONAL)

*Choose two from:* D10 Exploring Performance Styles or D11 Creating Performance Material or D12 Performing Musical Theatre for an Audience

### UNIT F: THE GLOBAL PERFORMING ARTS INDUSTRY – 60 GLH (MANDATORY)

#### PLANNING A CAREER IN THE INDUSTRY: THE GLOBAL PERFORMING ARTS INDUSTRY

This requires learners to develop their knowledge and understanding of the international performing arts industry, including roles, organisations and capitalising on job opportunities.

## PROGRESSION

This qualification is designed to support learners who are interested in learning about the performing art industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in art and design-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.

## EXTRA-CURRICULAR ACTIVITIES

Orchestra, guitar ensemble, annual drama productions, and regular concert rehearsals.

## ASSESSMENT

- ◆ Three assignments set by Pearson and marked by the centre.
- ◆ The recommended assessment period is 25 hours.
- ◆ Assessments may take different forms e.g. a podcast documentary, a presentation to peers, an ebook or case studies, etc.

# SPORT

## SUBSIDIARY

### EXAMPLE OF UNITS

#### UNIT 1: HEALTH, WELLBEING AND SPORT

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

#### UNIT 2: CAREERS IN THE SPORT AND ACTIVE LEISURE INDUSTRY

Learners develop an understanding of careers in the sport and active leisure industry, and skills, knowledge and behaviours for employment in the industry.

#### UNIT 3: RESEARCH PROJECT IN SPORT

Learners propose and undertake research in a sport context

#### UNIT 24: APPLIED SPORTS ANATOMY AND PHYSIOLOGY

Learners explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and develop an understanding of the fundamentals of the energy systems.

#### UNIT 26: NUTRITION FOR PHYSICAL PERFORMANCE

Learners explore the importance of nutrition and hydration within a sport context.

#### UNIT 27: SPORTS PSYCHOLOGY

Learners develop an understanding of the psychological demands of sport and develop techniques to improve sporting performance.

## UNIT 34: SPORT DEVELOPMENT

Learners explore the principles of sports development; the key agencies involved and provide applied examples of current practice.

## UNIT 35: PRACTICAL SPORTS PERFORMANCE

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

Optional units will be chosen based upon the cohort of students and their individual requirements and preferences.

## PROGRESSION

Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in Physical Education or other subjects. Previously, students have studied sports coaching, development, business, events, physiotherapy and nutrition following on from this course.

## EXTRA-CURRICULAR ACTIVITIES

Students are encouraged to take part in sports clubs inside and outside school. This will enhance their skills for several of the mandatory units, including fitness, coaching and practical units.

## ASSESSMENT

- Students will be assessed throughout the course in a variety of methods including: posters, leaflets, verbal presentations, practical performance, work experience, leadership tasks etc.
- Students will be awarded pass, merit or distinction for tasks which will accumulate to points for the final mark.





# REPTON

## DUBAI

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