

Dubai College: A Level Options for September 2018

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ARABIC

For further information, please click on the following link:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/arabic-2018.html>

Course Outline

The course is designed to make language learning enjoyable and stimulating. Students will develop an understanding of Arabic in a variety of contexts and genres, and learn to communicate confidently, clearly and effectively in Arabic. Students will develop an awareness and understanding of the contemporary society, cultural background and heritage of the countries or communities where Arabic is spoken.

The course has a 'two unit' format and focuses on language which facilitates literacy study and acknowledges the importance of Arabic language culture. Students need to master reading, grammar and be able to convey their understanding of written Arabic. They also need to draw on and apply their knowledge of Arabic language, grammar and lexis to produce a short translation from Arabic into English, as well as demonstrate an ability to manipulate Arabic language in continuous writing.

Students will be expected to recognise and use Arabic in a variety of contexts and in relation to the following general topic areas:

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment.

Students need a minimum of an A grade at GCSE to be able to start this course.

ART AND DESIGN

For further information about the course, please click on the following link:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

The best foundation for success in A Level Art is a good grade at GCSE. Students should have an understanding of the basic formal elements of art: colour, tone and form and an understanding of the place of art, craft and design in the world. Above all, students should have an interest in both creating and understanding art and a determination to develop that interest.

Course Outline

The course encourages an adventurous, open-minded and enquiring approach to the subject. Successful students are able to demonstrate an understanding of art from a range of time periods and cultures. They should be able to produce practical work that embraces a variety of ideas and experiments, documenting this process in sketchbook 'journals'.

Students work on one themed coursework unit component in each year of the two-year course. In Year 12, there will be a timed examination via an externally set assignment. We aim to develop practical skills in drawing, painting, printmaking and sculpture, constantly referring to as many sources and other artists as possible. ICT and photography are integrated as research and presentation media. It is beneficial that students own their own camera. An appropriate working vocabulary is extended throughout the course.

The course presents an opportunity for students to produce highly personal creative work and to pursue individual interests. It is vital that students are able to work independently and that they are well motivated and enthusiastic about art in all its guises.

Unit Outline

Year 12: Coursework component 1

A theme is set (for example, *The Human Form* or *Skin*) and students develop appropriate research from primary and secondary sources. Students collect and produce a range of images in various media, exploring ideas and experimenting with materials. From these they develop personal and original work, which culminate in a final painting, print, sculpture or mixed media piece or series of pieces.

Year 13

- Coursework component 1 continued

Students devise their own theme based upon personal preferences, previous work and individual interests. The theme is arrived at through consultation with the teacher; appropriate tasks are set and guidance is given. The practical work culminates in a final piece or series of pieces of original art.

- Personal Study

Responding to the work of established artists is an integral part of all art and design projects. The Personal Study focuses upon a selected aspect of art, craft or design that is closely related to students' own practical work. It takes the form of a written and illustrated dissertation in any format. Students are required to write 3000 words.

- **Externally Set Assignment**

A question paper is set by the examination board, with a theme for students to follow in a similar way to the coursework unit. This is given to students in February. A final piece is produced under examination conditions in early May. All work is exhibited for internal marking towards the end of May and an external moderator from Pearson visits the school thereafter.

Career Prospects

There are many careers related to art, craft and design. Most require further study at an art school, further education college or university. For many UK students, we recommend that they embark upon a Foundation course, which provides opportunities to discover the most suitable degree course. Possibilities include fine art, history of art, curatorship, advertising, television, photography, fashion and costume, interior design, teaching and lecturing, product design, graphic design, furniture, jewellery, weaving and textile design, print making, ceramics, video production, computer graphics, architecture, television and film. In particular, the problem solving and research skills which students acquire over the course should prove useful no matter what specialism the student may eventually choose to follow. The Art department provides structured guidance with art-related applications and assistance in preparing portfolios for interview purposes.

BIOLOGY

For further information about the course, please click on the following link:

<http://www.edexcel.com/quals/gce/gce15/biology/Pages/default.aspx>

Course Outline

Saving threatened species, studying microbes, growing organic foods, modifying organisms to suit our needs, preventing and curing diseases, solving crimes, studying animal behaviour and considering the impact of environmental change are just some of the many opportunities, and challenges, that the study of biology will provide students today.

With important advances in biotechnology, genetics, medicine and the increasing awareness of our effects on the environment, the study of biology has become even more relevant to today's society. The A Level course reflects this relevance by engaging and inspiring students to further their understanding of the wide range of topics that make up the 'Biological Sciences'. The course will also help students appreciate how society makes decisions about biology-related issues and to see how biology can contribute to the success of the economy and society in general.

This new specification has been developed in collaboration with the Salters-Nuffield Advanced Biology project which leads the field in innovative approaches to the teaching and learning of Biology at A Level. The course follows on from the GCSE Biology course and continues the '*How Science Works*' theme, encouraging students to consider the contemporary social and ethical context of the Biological Sciences.

Throughout the course there is great emphasis on practical work, the application of biology and the concepts that underlie these applications. Students will be given the opportunity to use relevant apparatus and techniques to develop and demonstrate specific practical skills; this will be reported separately on students' certificates alongside the overall grade for the qualification. To achieve a pass, students must demonstrate that they are competent in all of the practical skills listed in the subject content requirements for biology.

The topic areas covered in Year 12 are:

- Lifestyle, Health and Risk
- Genes and Health.
- Voice of the Genome
- Biodiversity and Natural Resources.

In Year 13, students will study the following topic areas:

- On the Wild Side
- Immunity, Infection and Forensics
- Run for your Life
- Grey Matter.

At the end of Year 13, students will take three papers covering topic areas from Year 12 and Year 13 to gain the full A Level qualification.

Career Prospects

Career prospects are varied and, to a certain extent, depend on accompanying A Levels. A combination of Biology and Chemistry is considered essential for careers in medicine, veterinary science and dentistry. The same combination also lends itself to careers in biochemistry, biotechnology, microbiology, physiology and forensic science. A combination of Geography and Biology lends itself to careers in environmental science, marine biology, ecology, forestry and town and country planning. A combination of Biology and Physics lends itself to the study of bioengineering, biomechanics, medical physics and oceanography.

Further information on Biology and associated careers can be obtained from the Society of Biology website: www.societyofbiology.org

CHEMISTRY

For further information about the course, please click on the following link:

<http://www.edexcel.com/quals/gce/gce15/chemistry/Pages/default.aspx>

Course Outline

Have you ever wondered why a stick of dynamite explodes, how we can produce fire retardant materials for furniture manufacture, where all that energy in sugar comes from or what is this ozone layer that people talk about?

If you have, you have been thinking about Chemistry. Our entire world is composed of about one hundred different elements, but the atoms of these elements can combine to form compounds in millions of ways. Modern Chemistry involves the study of the way atoms are linked together with chemical bonds to form larger structures such as molecules.

Much of Chemistry is concerned with elucidating chemical structures by using such techniques as nuclear magnetic resonance, infra-red spectroscopy and X-ray crystallography. Chemists are also concerned with studying changes that take place and the patterns that occur when atoms within a structure disengage from one another and link to form new structures. The very essence of Chemistry is studying this breaking and making of chemical bonds.

When we understand there are rules, we can explain why diamond is hard but rubber is elastic. If we manufacture new chemicals we can use the rules to our advantage and produce polymers or plastics, alloys for aircraft engines, heatproof tiles for space shuttles and drugs to fight disease.

Assessment

All units will be assessed at the end of Year 13 through a written examination:

Paper 1: Advanced Inorganic and Physical Chemistry

Paper 2: Advanced Organic and Physical Chemistry

Paper 3: General and Practical Principles in Chemistry

Career Prospects

Chemistry is a central area in science and, as such, it overlaps with many other areas. This results in Chemistry being an essential or preferred requirement for admission to university to study a range of subjects. Some degree courses for which Chemistry is either compulsory or advantageous are agriculture, biochemistry, chemical engineering, dentistry, geology, pharmacy, pharmacology, biology, medicine and polymer technology.

COMPUTER SCIENCE

For further information about the course, please click on the following link:

<http://www.aqa.org.uk/subjects/computer-science-and-it/as-and-a-level/computer-science-7516-7517>

Aims of the Course

To encourage students to develop:

- an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
- the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of computer science
- mathematical skills related to:
 - Boolean algebra
 - comparison and complexity of algorithms
 - number representations and bases

A high-quality computer science education equips students to use computational thinking and creativity to understand and change the world. Computer Science has deep links with Mathematics, Biology, Chemistry, Physics, and Design and Technology, providing insights into both natural and artificial systems.

Subject content

1. Fundamentals of programming
2. Fundamentals of data structures
3. Fundamentals of algorithms
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation and architecture
8. Consequences of uses of computing
9. Fundamentals of communication and networking
10. Fundamentals of databases
11. Big Data
12. Fundamentals of functional programming
13. Systematic approach to problem solving
14. Non-examination assessment – the computing practical project

Assessment

Paper 1 tests a student's ability to program, their theoretical knowledge of Computer Science from subject content 1 – 4 above and different approaches to problem solving. Students answer a series of short questions and write/adapt/extend programs in an electronic answer document provided. AQA will issue preliminary material, a skeleton program (available in each of the programming languages) and test data for use in the examination.

Paper 2 tests a student's ability to answer questions from subject content 5 – 12 above through a series of compulsory short-answer and extended-answer questions.

The non-examination assessment 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.

Career Prospects

According to Bureau of Labour Statistics in America, 74% of new STEM (science, technology, engineering and mathematics) jobs created by 2022 will be in the following computer science related fields: software development, systems analysis, support specialists, network and systems administration and security. More information about careers that are related to computer science can be found at: <http://www.computerscienceonline.org/careers>

DRAMA AND THEATRE STUDIES

Further information about the course may be found at:

<http://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262>

Course Aims

- To develop confidence and creativity, with students becoming active participants and informed audience members.
- To develop a reflective understanding of theatre and performance and how meanings are communicated through acting, design and directorial decisions.
- To develop an understanding and appreciation of the significance of the social, cultural and historical influences on the development of theatre.
- To experience a range of opportunities to develop dramatic and theatrical skills, enabling students to grow creatively and imaginatively in both devised and scripted work.
- To integrate theory and practice through students' understanding of critical concepts and the use of specialist terminology.

Candidates following this course will study Drama and theatrical texts from exploration through to full-scale performance. The focus at all times will be on depth and quality of reflection, analysis and interpretation.

The units are as follows:

Unit 1: Drama and Theatre

This unit is assessed through a 3 hour written examination. Students answer 3 essay-based questions. Two of them explore extracts from two contrasting set texts from the perspective of actor, director or designer. The third question requires students to analyse a piece of live theatre. To prepare for this examination, students will explore both set texts practically and create detailed design concepts. There will also be a minimum of three compulsory theatre trips to give students a range of experiences of live theatre.

Unit 2: Creating Original Drama

Students create and perform an original piece of theatre in response to a stimulus or text; they are assessed on the research and development of their work as well as the final performance. Students complete a detailed evaluation on the rehearsal process, artistic decisions, context and performance of their work.

Unit 3: Making Theatre

Students explore extracts from three contrasting plays and rehearse one of these extracts to performance standard. This performance is assessed under examination conditions. The practical examination is supported by an assessed reflective document, analysing the differences between the text extracts explored.

Career Prospects

The analytical, reflective, confidence and team-based key skills that are inherent in the study of Drama make it a fantastic subject for multiple career choices.

Drama is especially relevant to students who wish to pursue a career that involves public speaking or working with people. A career in law, sales, business management, the media, human resources, public relations, marketing, teaching and the hospitality industry are all excellent examples. It also provides the perfect springboard for working in the theatre as a performer, director or designer.

DESIGN AND TECHNOLOGY (Product Design)

For further information about the course, please click on the following link:

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-7552>

Course Outline

This course specialises in project management and designing to meet the needs of a client. Effective time management is emphasised throughout a range of varied design tasks, which encourage the student to utilise a range of ICT and key skills, in the development and manufacture of new and innovative products. Possible contexts for project work include commercial products, furniture, architecture, leisure and environmental issues whilst the specification encourages students to adopt a realistic and professional approach to designing. There are mathematical and scientific links throughout the course and a strong proficiency in these would be advantageous. Students must have studied the GCSE in Design Technology in order to embark on the A Level course.

There are two written examinations, which are worth 50% of the final mark, and a non-examination assessment of a 'design and manufacture project', which is also worth 50% of the final mark.

Career Prospects

The two year course is a prime qualification for such careers as product design, industrial design, mechanical engineering, transportation design, architecture, interior design, design consultancy, marketing and advertising. There has been a rising trend of students taking A Level Design and Technology, along with Mathematics and Physics, for university degree courses in Mechanical or similar types of Engineering. A combination of Art with Design and Technology along with Mathematics, also provides a good foundation for those aspiring to architecture and other design related careers. Aside from particular career choices, the course will also provide students with a range of problem solving approaches that can be applied to many of life's day to day challenges.

ECONOMICS

For further information about the course, please click on the following link:

<http://www.edexcel.com/quals/gce/gce15/economics/Pages/default.aspx>

Course Outline

Economic surrounds us and has a significant impact on our daily lives. Studying Economics therefore provides an insight and understanding into many of the important issues that govern our well-being as individuals, the economy and society as a whole.

There are many questions that can be asked about everyday things to which Economics can provide answers. For example, why are some goods taxed more heavily than others, why do food mountains exist, why are some goods provided by the state and not others, why do some countries export cars and others food, what happens to unemployment if benefits are reduced and what happens to consumption if interest rates rise?

The syllabus aims to:

- Develop students' understanding of the world by applying economic concepts to real world problems and issues
- Analyse, explain and evaluate the strengths and weaknesses of the market economy and government policy

The course follows four themes:

1. Introduction to markets and market failure
2. The UK economy: performance and policies
3. Business behaviour and the labour market
4. A global perspective

Students will study all four themes and will take 3 written examinations at the end of Year 13.

Students do **not** need to have studied Economics or Business at GCSE Level. The course will appeal to those who:

- wish to pursue a career in an Economics, Finance or Business related area
- have completed a GCSE course in Economics or Business and wish to further their study
- have an interest in current affairs and a desire to explore and understand the workings of the real world
- wish to keep their options open for their future beyond tertiary education

Career Prospects

Economics is an excellent choice with any other combination of A Levels.

Good economics' students are confronted with a choice in the labour market since they possess a wide range of 'marketable' skills that are transferable across a variety of careers. These include law, business, accounting, banking and finance, politics, insurance, management and, of course, professional economists in the public and private sectors, research institutes, universities, in the City or in international organisations. Post-university employment rates for economists are among the highest for graduates.

ENGLISH LITERATURE

For further details of A Level English Literature, please click on the following link:
<http://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/>

Course Outline

English Literature is like other academic subjects as it involves finding, analysing and evaluating evidence, but it can seem to lack hard facts or certainties. Many might feel unnerved by the seeming absence of a lot of learnable content and miss the comfort of a solid core of facts. There are, of course, fascinating facts available about writers: Shakespeare's father was a glove maker, George Eliot was a woman, Virginia Woolf preferred to write standing up, and Roald Dahl was buried with chocolate, red wine, HB pencils, a power saw and his snooker cues. Unfortunately these interesting facts may not, by themselves, enable students to write something meaningful about what these people wrote.

There are facts about writing that teachers will expect students to know. For example, it is important to know what genre is and what the features of tragedy are. Students will also learn that knowing these things will not in themselves make them competent students of literature.

Students might choose to study English Literature at A Level because they enjoy reading, or enjoy analysis, or want to learn more about people and what motivates them. They might be curious about great writers' ideas about the world, or might want to study how writers use words because they themselves want to write more effectively.

Students will study how texts are constructs of an author, learning to appreciate and understand literature through close reading of the language and by developing analytical skills. They will learn to be thoughtful and insightful and to develop critical thinking skills. Part of the course will focus on study through literary genres.

Assessment

There are two written examinations: Drama and pre-1900 poetry, and a comparative and contextual study. There is also a non-examined assessment based on post-1900 Literature.

Career Prospects

English Literature students will be expected to become independent researchers and thinkers. They will develop confidence in their ability to read and think independently and develop understanding of self and of others, encouraging students to think for themselves. These qualities and attributes are valued in all walks of life and by any employer.

FRENCH

For further details of the course, please click on the following link:

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>

Course Outline

Accessing the most up to date resources and communicating in French in lessons, students will consolidate and build on the language skills acquired at GCSE. Students will focus on how French-speaking society has been shaped, socially and culturally, and how it continues to evolve. Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world.

Students also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice. This will enable them to build their research and critical thinking skills. As the course progresses, students will not only develop their linguistic skills and knowledge of grammar but also their analytical, essay writing and translation skills. They will develop their oral confidence and competence in conversation lessons and, by the end of the course, we would expect them to be able express themselves coherently, offering and defending points of view with a fair degree of fluency.

Course Content

Social issues and Trends

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work
- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

Political and Artistic Culture

- A culture proud of its heritage
- Contemporary francophone music
- Cinema: the 7th art form
- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration

Literary Texts and Films

- A study of one film and one literary text, or two literary texts

Individual Research Project

In addition, students will also conduct independent research into a subject which is of personal interest to them and which relates to a country or countries where French is spoken. This project will develop their enquiry, research and analytical skills akin to those of an EPQ. The findings of their project will be presented and discussed as part of their final speaking assessment.

Assessment

Assessment is through 3 papers: paper 1 assesses the skills of listening, reading and writing (comprehension and translation); paper 2 is a writing paper based on literary text and film. Paper 3 is a speaking paper, an independent research project and a general discussion of themes.

Career Prospects

A good working knowledge of a foreign language is increasingly being regarded as a valuable acquisition in many occupations, especially in the commercial world. It is recognised by both employers and universities that students who study languages not only acquire linguistic competence but also a range of transferable skills which are highly desirable in the world of employment. These relate to the global market of the 21st century where having strong communication skills, being a creative thinker, and having a deeper insight into different cultures makes candidates stand out in the competitive world of employment.

GEOGRAPHY

For further information about the course, please click on the following link:
<http://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>

Course Outline

Contemporary geography is a subject which analyses the relationship of human populations to each other over space and time and their relationship with their physical environment from the local to the global. All units allow candidates to consider their own roles, values and attitudes in relation to the themes and issues being studied and the roles, values and attitudes of others, including decision-makers. The subject content follows an 'issues and impacts' approach throughout. Its structure is designed to facilitate progression through the course and beyond to link with the demands of higher level study.

Subject content

Physical Geography

- Water and carbon cycles
- Hot desert environments and their margins
- Coastal systems and landscapes
- Hazards
- Ecosystems under stress
- Cold environments

Human Geography

- Global systems and global governance
- Changing places
- Contemporary urban environments
- Population and the environment
- Resource security

Students will also complete an individual investigation, worth 20% of the final mark. This must include data collected in the field. The investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

Geography complements the study of many other subjects. Common combinations are with Mathematics, Biology, Economics, History and English.

Career Prospects

Geography is an excellent subject for encouraging research skills in a social studies context and for the development of written, graphical and mathematical skills. As such, it is highly regarded by universities and employers alike. It is an ideal subject for anyone considering a career in the following areas: environmental management, tourism, transport, journalism, finance and recreation management, law, accountancy, hotel management, retail management, teaching and business management.

GOVERNMENT AND POLITICS

For further information about the course, please click on the following link:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html>

Government and Politics is an ideal choice for anyone interested in learning about current affairs and the world around them. It is a subject where students are able to develop their analytical and evaluative skills and hence fits well with a range of other subjects across the curriculum, especially History and Economics. For almost all students the study of the subject will be completely new and this serves to make the subject both interesting and informative.

In Year 12 students will study the nature of politics and how people engage in the political process in the UK. Students will also learn about core political ideas and principles and how they apply in practice to human nature, the state, society and the economy. They will be introduced to the set of rules governing politics in the UK and to the specific roles and powers of the different major branches of UK government.

In Year 13 students will develop an understanding of the local, national, international and global dimensions of political activity. They will engage with the significant challenges facing our complex world, including global terrorism, poverty, economic instability, weapons proliferation, failing states and environmental degradation. Global politics encourages discussion and debate and requires students to study and present different global perspectives as well as interpreting competing and contestable claims.

There will be three equally weighted written examinations at the end of the course: UK Politics, UK Government and Global Politics.

Career Prospects

A study of Government and Politics provides significant insights into the workings of the modern world as well as honing students' powers of communication and analysis and, as such, it lends itself to several career paths. Relevant careers would include government, the media, law, business, international charitable organisations and education.

HISTORY

For further information about the course, please click on the following link:

<http://www.edexcel.com/quals/gce/gce15/history/Pages/default.aspx>

The History A Level course will appeal strongly to students who have an interest in exploring the past in all its variety, complexity and strangeness. Students will seek to develop their analytical and evaluative skills and there will be numerous opportunities for discussion and debate. The subject places a premium on putting forward a well-argued case, whether verbally or in written form. The course is extremely well supported via an extensive range of classroom resources, a well-stocked library and online access to numerous journals. Teaching strategies place an emphasis on academic rigour and maintaining high levels of student participation in their own learning.

Course Outline

In Year 12 students will explore revolutions in early modern and modern Europe. Whilst the revolutionary upheavals in seventeenth century England and eighteenth century France both involved the overthrow of existing monarchies, the causes, nature and consequences of these revolutions differed in important ways.

In Unit 1, students will learn about key features of monarchical and republican rule in Britain in the seventeenth century, set within the context of broader social, economic and religious change. The events of this period saw a decisive shift in the balance of power between crown and parliament. This course contains a study of historical interpretations focused on the nature of the Glorious Revolution of 1688-89.

In Unit 2, students will examine the causes and course of the French Revolution, 1774-1799. This was a tumultuous period of change for the French people as they evolved from subjects to citizens in a maelstrom of revolutionary activity, war and constitutional experiment, which would inspire revolutionary movements around the world.

The Unit 3 course studied in Year 13 looks at the dramatic evolution of Germany from 1871 to 1990. Imperial Germany collapsed in defeat at the end of a long and brutal war; it was succeeded first by a democratic republic, then an infamous and brutal Nazi dictatorship which led the country to the brink of destruction. As world war gave way to the Cold War Germany was divided along ideological lines, liberal democracy was revived only in its western half until the eventual reunification of the country in 1990.

The Year 13 coursework unit enables students to develop skills in the analysis and evaluation of interpretations of history through an independently researched assignment centred on the causes of the Cold War. The focus is on understanding the nature and purpose of the work of the historian. Students will be required to analyse, explain and evaluate the interpretations of three historians and to form their own critical view on the topic through significant wider reading.

Career Prospects

Students who study history at this level will have access to a wide range of career and higher education opportunities. By the end of the course, students will have learned how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively. History continues to be a highly regarded subject and these skills are recognised and valued by employers, universities and colleges. History provides an excellent foundation for a wide variety of careers, including government, journalism, law and business.

LATIN

For further information about the course, please click on the following link:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-latin-h043-h443-from-2016/>

Course Outline

A Level Latin is a progression from GCSE Latin. Students will study the writing of a range of authors, both prose and verse, to develop a wider vocabulary and more complex understanding of syntax and grammar. For the language components students will translate unseen passages and either answer comprehension and grammar questions on an unseen prose passage or translate a passage of English into Latin. For the literature components students will study ancient literature in greater breadth and depth than at GCSE, with greater emphasis on critical analysis and evaluation of ancient literature.

A Level Latin is an intellectually demanding subject and requires prior knowledge of Latin. Students should have achieved at least a grade 8 at GCSE.

Course Aims

The syllabus will enable students to:

- Develop competence in reading and translating the Latin language in order to read literary texts, both prose and verse, in the original language, with a sensitive and analytical approach to language.
- Develop the skills needed to discuss the literary techniques, styles and genres in ancient literature and to make informed personal responses.
- Develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world.
- Develop research and analytical skills to facilitate independent learning.

Course Content

There are four written examination papers, which students will sit at the end of Year 13:

Latin Unseen Translation

In this paper students must translate passages of unseen prose and verse from Latin into English. For the 2020 examination the unseen passages for translation will be taken from Livy and Ovid. Students will also be required to scan two lines of verse.

Prose Composition or Comprehension

In this paper students must either translate unseen material from English into Latin and demonstrate their understanding of a passage of unseen prose text through comprehension, translation and questions on syntax and accidence.

Prose Literature

In this paper students must:

- Understand and respond to passage(s) from a set text.
- Demonstrate knowledge and understanding of the wider context of a set text.
- Translate passages of each set text into English.
- Critically analyse the literary style, characterisation, argument and literary meaning of a passage from a set text, using appropriate technical terms in English.
- Write at length, drawing upon a study of a set text as well as material studied in translation.

Students will either study one set text in depth, or two set texts from different authors. For the 2020 examination the set text options are selections from:

- Cicero, *Philippic II*;
- Tacitus, *Histories I*; and
- Apuleius, *Metamorphoses*.

Verse Literature

In this paper students must:

- Understand and respond to passage(s) from a set text.
- Demonstrate knowledge and understanding of the wider context of a set text.
- Translate passages of each set text into English.
- Critically analyse the literary style, characterisation, argument and literary meaning of a passage from a set text, using appropriate technical terms in English.
- Write at length, drawing upon a study of a set text as well as material studied in translation.

Students will either study one set text in depth, or two set texts from different authors. For the 2020 examination the set text options are:

- Virgil, *Aeneid XI* (selected passages).
- Catullus (various poems); and
- Ovid, *Heroides* (selected passages).

University Courses and Career Prospects

A Level Latin provides a suitable foundation for the study of Latin or other Classics courses in further and higher education. The multi-faceted nature of the subject and broad skills developed whilst studying Latin also provide a suitable foundation to study many other subjects including English, History, Modern Foreign Languages, Law, Philosophy and Politics.

Often labelled ‘the most employable of degrees’, Latin and Classics gives students’ access to a full range of careers.

MATHEMATICS and FURTHER MATHEMATICS

Details on the Edexcel Mathematics and Further Mathematics courses can be found at:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

Mathematics is the engine room of science and engineering. It is the set of ideas, insights and techniques that enable us to understand, model, analyse and solve problems. Within mathematics there is also the area of statistics which enables us to model using historical data and theoretical situations, enabling the creation of predictions together with an appreciation of relevance and reliability. These skills are used in subjects ranging from medicine, social sciences to business studies and economics. Mathematics has an elegance and beauty that fascinates and inspires those that understand it and it can therefore be studied for this end alone.

Due to the rigour and difficulty rating of A Level Mathematics, it is important that students already have excellent algebraic skills alongside an ability to quickly grasp new concepts and apply them to a variety of problems that may not have been previously exemplified. Therefore, a suitable candidate should achieve **at least a grade 8 or 9 at GCSE** and have displayed interest and enthusiasm for the subject throughout the GCSE course. Students who obtain a grade 7 may be considered at the discretion of the Head of Mathematics, following a recommendation from their GCSE teacher, who will consider the levels of commitment, enthusiasm and skills on an individual basis.

All students will be expected to complete a workbook, provided by the Mathematics Department, over the summer holidays to deepen and confirm fluency in the required algebra skills. At the start of Year 12 students will complete a baseline assessment on these skills and will be required to show proficiency level above 50%. With this being a very generous minimum expected level, those not reaching it will be invited to discuss the implications on their potential in this subject.

Further Mathematics is designed for students who wish to extend their skills and build on the A Level course as well as those who wish to consider a wider range of topics. This course is not for everyone and should only be considered by strong mathematicians who have already shown a penchant for higher level problem solving, research and independent study. The A Level in Further Mathematics is taught alongside the A Level in Mathematics; this has benefits but also challenges for those who have not studied beyond GCSE in Year 11. Due to the demands of this course a potential student **must have a grade 9 at GCSE** and, if they have completed an additional course, a minimum of a grade B must have been obtained to demonstrate continued progress during Year 11. Students who have completed IGCSE Mathematics must have an A* and, ideally, also have completed an additional course, gaining a minimum of B in it.

University research linked to Further Mathematics:

It is important to consider university course requirements when thinking about taking Further Mathematics at A Level as some universities such as LSE do require it for certain courses. In general, most university courses do **not** require it unless they are heavily Mathematics based. It is therefore crucial that students do some early research into their university courses as there will be an internal cut-off date at the end of September, after which students will not be admitted onto the course.

The Mathematics course is $\frac{2}{3}$ pure and $\frac{1}{6}$ each of statistics and mechanics. It is examined through 3 written papers. The Further Mathematics course has an optional element but at Dubai College we will complete the following elements: Paper 1 (Core Pure); Paper 2 (Core Pure); Paper 3 (Further Statistics 1); Paper 4 (Further Mechanics 1).

MUSIC

For further information, please click on the following link:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Course Outline

The experience of studying Music is all-absorbing, developing creativity, intuition and emotional response alongside pure technique. The A Level Music course is aimed at able musicians who have demonstrated good all-round musical skills at GCSE level and wish to develop further their musical skills and understanding. A minimum performance level of Grade 6 standard on any instrument or voice is recommended at the beginning of the course. The course is varied and interesting, covering all aspects of Music from 1550 to the present day. For any student wishing to study Music at a higher education level, a qualification at A Level standard is essential.

Assessment Outline

Paper 1 consists of a recital performance in front of a live audience of at least 2 pieces which will have a duration of 8-12 minutes. Paper 2 is a composition paper; students are assessed through one compositional technique brief, and either one free composition or one composition set to an area of study. The final paper is a written and listening paper based on 18 set works.

Career Prospects

The following are potential careers where A Level Music may be beneficial: performing, composing, teaching, studio work, broadcast/media, music retail and administration, librarianship, music therapy.

All students taking Music are required to take part in at least one ensemble in school.

PSYCHOLOGY

For further information about the course, please click on the following link:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/psychology-2015.html>

Course Outline

Psychology is the scientific study of human mind and behaviour. The field of psychology bridges the gap between science and society; it encompasses a biological underpinning and a focus on sociological influence. A Level study will allow students to further their understanding of the anatomy and workings of the human brain, as well as examining human behaviour and the contribution of science to the success of society. The course aims to widen students' horizons and perspective, whilst developing their interest in, and enthusiasm for, the subject, including developing an awareness of further study and careers.

The course is heavily rooted in scientific methods: students are encouraged to develop and demonstrate a deep appreciation of the skills, knowledge and understanding required for scientific research. In the course, students will develop competence and confidence in a variety of practical, mathematical and problem-solving skills. Students are required to respond to stimulus material using psychological theories and research from across topic areas. Practical research exercises are an essential component to the course; students will be given the opportunity to design and conduct scientific studies, generating both qualitative and quantitative data. Report writing skills will be developed, as students outline their procedures, results, discussions and evaluations. Critical thinking skills will see students consider issues of validity, reliability, credibility, and objective and subjective views.

The topic areas covered in Year 12 are:

- Social Psychology
- Cognitive Psychology
- Biological Psychology
- Learning theories

In Year 13, students will study the following topic areas:

- Clinical Psychology
- Criminological Psychology
- Child Psychology
- Health Psychology

Relevant scientific skills are contextualised and drawn together in a final topic area: Psychological Skills. This element of the course requires students to analyse quantitative data using statistics.

Assessment

Students will be assessed through three examination papers at the end of Year 13 covering topic areas from the whole course. Extended writing questions in papers 1 and 2 may ask students to draw on their knowledge from other topics addressed and paper 3 is, by nature, synoptic.

Careers

Studying the A Level Psychology course will develop a range of transferable skills to enable students to respond, with confidence, to the demands of undergraduate study and the world of work. The competencies which will be developed by students include metacognition, creativity, collaborative problem-solving, and interpersonal skills including active listening.

Psychology is an academic discipline that works in combination with subjects from both the sciences and humanities. Career prospects are varied and, to a certain extent, depend on accompanying A Levels. Students can choose to specialise in an array of psychological fields including: clinical, health, forensic, neuro, sport and exercise, occupational, counselling, educational as well as research and academia.

Further information on Psychology and associated careers can be obtained from the British Psychological Society website: <https://careers.bps.org.uk/>

PHYSICAL EDUCATION

For further information, please click on the following link:

<http://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582/specification-at-a-glance>

Course Outline

- Applied anatomy and physiology
- Skill acquisition
- Sport and society
- Exercise physiology
- Biomechanical movement
- Sport psychology
- Sport and society and the role of technology in physical activity and sport

Assessment is through two written examinations (Factors affecting participation in physical activity and sport and Factors affecting optimal performance in physical activity and sport) and a coursework unit based on practical performance.

Course Outline and Career Prospects

The new syllabus covers a much greater variety of topics and areas within Sport and Physical Education. The specification can lead to higher education study in areas such as Sports Science and Physiotherapy. It can also be useful when looking at some of the newer course areas such as Sports Management and Marketing. The scientific nature of the theory content leads to study in other areas and careers in the active leisure industry. Students' existing interest in sport will be enhanced and they will further develop their understanding of the Science of Sport. The representation of Sport in the Media will be analysed and the course will endeavour to look at society's ever changing influence.

PHYSICS

For further information about the course, please click on the following link:

<http://www.edexcel.com/quals/gce/gce15/physics/Pages/default.aspx>

Course Outline

The aim of A Level Physics is for students to:

- sustain and develop their enjoyment of, and interest in, Physics
- develop essential knowledge and understanding in Physics by developing the skills needed for the use of this knowledge and understanding in new and changing situations
- appreciate the importance of physical laws in everyday life
- develop an understanding of the link between theory and experiment
- appreciate how Physics has developed and is used in present day society
- show how Physics links with social, philosophical, economic, industrial and environmental matters
- understand how mathematical expressions relate to physical principles
- bring together knowledge of ways in which different areas of Physics relate to each other

Through the two-year course students will study the following topics:

- Working as a Physicist
- Mechanics
- Electrical Circuits
- Materials
- Waves and the Particle Nature of Light.
- Further Mathematics
- Electric and Magnetic Fields
- Nuclear and Particle Physics
- Thermodynamics
- Space and Gravitational Fields
- Nuclear Radiation
- Oscillations

At the end of Year 13, students will take three papers covering topic areas from Year 12 and Year 13 to gain the full A Level qualification.

The department consists of a suite of laboratories in a custom-built science block which is very well equipped. Practical work is encouraged as a means of acquiring skills and understanding and, wherever possible, all teaching is done using a 'hands on' experimental basis. Data logging features prominently in the practical aspect of the course and students will gain considerable experience in the recording and processing of experimental results by computers connected to the apparatus in the Department's own computer laboratory.

Career Prospects

Physics leads to a wide range of courses and careers. Students could go on to use Physics to support other qualifications or progress onto further studies or employment. It is very relevant for many courses e.g. physics, the sciences, medicine, engineering and related programmes such as radiography and biotechnology.

SPANISH

For further details of the course, please click on the following link:

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692>

Course Outline

Accessing the most update to date resources and communicating in Spanish in lessons, students will consolidate and build on the language skills acquired at GCSE. Students will focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to evolve. Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of Spanish-speaking artistic culture, including Hispanic music and cinema, and learn about political engagement and who wields political power in the Spanish-speaking world.

Students also explore the influence of the past on present-day Spanish-speaking communities. Throughout their studies, they will learn the language in the context of Spanish-speaking countries and the issues and influences which have shaped them. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice. This will enable them to build their research and critical thinking skills. As the course progresses, students will not only develop their linguistic skills and knowledge of grammar but also their analytical, essay writing and translation skills. They will develop their oral confidence and competence in conversation lessons and, by the end of the course, we would expect them to be able express themselves coherently, offering and defending points of view with a fair degree of fluency.

Course content

Social issues and Trends

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work
- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

Political and Artistic Culture

- A culture proud of its heritage
- Contemporary Hispanic music
- Cinema: the 7th art form
- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration

Literary Texts and Films

- A study of one film and one literary text, or two literary texts

Individual Research Project

Students will also conduct independent research into a subject which is of personal interest to them and which relates to a country or countries where Spanish is spoken. This project will develop their enquiry, research and analytical skills akin to those of an EPQ. The findings of their project will be presented and discussed as part of the final speaking assessment.

Assessment is through 3 papers: paper 1 assesses the skills of listening, reading and writing (comprehension and translation); paper 2 is a writing paper based on literary text and film. Paper 3 is a speaking paper, an independent research project and a general discussion of themes.

Career Prospects

A good working knowledge of a foreign language is increasingly being regarded as a valuable acquisition in many occupations, especially in the commercial world. It is recognised by both employers and universities that students who study languages not only acquire linguistic competence but also a range of transferable skills which are highly desirable in the world of employment. These relate to the global market of the 21st century where having strong communication skills, being a creative thinker, and having a deeper insight into different cultures makes candidates stand out in the competitive world of employment