



Sixth Form
Information Handbook
2022 -2023

A warm welcome to Greensteds Sixth Form



NANCY THUKU
(Head Girl 2022 -2023)

Greensteds sixth form is an amazing environment that provides you with everything you may require to achieve your highest potential. With supportive, readily available teachers and an atmosphere that allows for self-discovery and independence, Greensteds sixth form truly prepares you for the obstacles and opportunities that lie ahead. Our community is a family that gives you room to create friendships and memorable experiences that will last a lifetime. Greensteds empowers individuals to be great even beyond the classroom, offering a myriad of sports and extra-curricular activities. I welcome you all to the sixth form, enjoy the next two years and join me in embracing the Greensteds spirit.



JERRY NGAIRA
(Head Boy 2022 -2023)

The sixth form at Greensteds International School offers a friendly and lively atmosphere and a strong feeling of community. Students are able to specialise in three or four subjects ranging from a wide array of more than fifteen options including A-level and BTEC courses. We work closely with our teachers who help us nurture our different passions and interests with an aim of equipping us with the skills necessary to become global citizens. Outside of class, there are a variety of programmes and sports like EAMUN and World Scholars. Such activities would provide you with a gateway to study in your preferred top universities across the world. I am looking forward to you joining and becoming a part of the sixth form and Greensteds fraternity.



MELISSA CHWEYA
(Deputy Head Girl 2022 -2023)

The transition into sixth form is possibly one of the most exciting events throughout one's entire high school experience. Here, your independence and prospective for self-growth will surely be elevated through the thrilling opportunities that will be presented to you during this time. From leadership, to mentorship and counseling, your interpersonal and life skills will be significantly developed. At this stage, your learning experience will be transformed entirely as your academic focus will be combined with a range of activities that you will be expected to juggle. Luckily, with a tone of support from the head of sixth form, your mentors and the selfless teachers that you'll be working hand in hand with, this process will be smooth and exhilarating. Greensted's sixth form will certainly facilitate you in achieving your greatest potential, alas, a chance for you to truly evolve and leave a legacy for those behind you.



THIERRY NGUGI
(Deputy Head Boy 2022 -2023)

I would like to take this opportunity to welcome you to Sixth form. The coming 2 years are going to be filled with loads of fun experiences that will help you grow as an individual who is ready to take on the world outside school. Indeed, there will be challenges ahead but I trust that each one of you will be able to overcome them with the help of our lovely teachers. We strongly believe in you to pursue your dreams with the subjects you will pick and receive the assistance necessary from the teachers. I wish for nothing but the best for you as you take on the journey through sixth form and I know you will leave better than you came in. Let's display the passion and pride of Greensted's!

A message from the Head of Sixth Form



Our ethos here at Greensteds, is to equip all our students with skills and knowledge to become well-rounded individuals by encouraging a holistic approach to their education. In the Sixth Form, we aim to provide students with the critical life skills that will enable them to make balanced and educated choices to take responsibility for the next steps in their educational journey and future. The 7 pillars of Greensteds; Dedication, Respect, Diversity, Opportunity, Care, Community and Challenge with no doubt instill values they will need at University and for life in a culturally diverse and rapidly changing society.

The teaching and learning system executed by our supportive and nurturing teachers is what your child will find at Greensteds. This is coupled by the provision of the most distinctive, forward-thinking and outward-looking co-educational environment, where diverse abilities are recognised, celebrated and given the fullest expression. A Sixth Form Centre with common room, study room and higher education library is provided for use during study periods that are supervised.

Students with their Parents are encouraged to read carefully the Greensteds Sixth Form curriculum booklet. There is a lot of information on life at Greensteds and in particular life in the sixth form as well as information on all subjects on offer. This will enable you to make an informed decision on subjects you may wish to study post IGCSE's. Head of Sixth Form, Senior Leadership Team, Dorm Parents, Heads of Departments, teachers and form tutors will all help you during your time at Greensteds.

In effect to pastoral care, a strong tutoring system to provide pastoral support and encourage an awareness of the wider world is in place. PSHE lessons have also been timetabled to provide consistent and meaningful content across the Sixth Form which is followed up and reflected upon in assemblies and tutor time.

Alongside academics, there are a number of opportunities to get involved in. There are many extra-curricular activities including sports and the many associated teams; music; EAMUN; school productions, where many sixth formers get to take on the lead roles; service learning, where we enable you to be a caring and responsible member of the community. Being the oldest members of the student community, there are many other roles in offer in leadership. These roles include; sports captains, house captains, peer counselling, mentoring and very importantly is the prefect team who help to lead the student body in school.

We offer a Sixth Form Induction programme in June once students have completed their IGCSE examinations to prepare them for Year 12. This will give you an opportunity to find out more about Greensteds International School Sixth Form. Each will undertake sample lessons in those subjects being considered for AS level and there is of course an opportunity to take part in Greensted's unique 'Barb Wire' experience that certainly challenges you and helps prepare you for your sixth form life. We look forward to welcoming you to this wonderful school which is set in a spacious and huge spectacular site of 50-acre flat land.

Ms. Catherine Imalingat-Head of Sixth Form

GREENSTEDS SIXTH FORM FROM DIFFERENT PERSPECTIVES

WELCOME TO GREENSTEDS SIXTH FORM

Welcome to the life of a Sixth Former in Greensted International School. These are yet to be the best and most intense years of your life. They will involve intense academics. However, life in 6th Form isn't quite the same as it is in the other key stages; there is a bigger emphasis on independence and maturity. You're going to learn to utilise these as best as you can.

WHAT TO EXPECT IN SIXTH FORM?

You will certainly be well taught by teachers, supported by dorm parents and by so many other members of the community who will enable you to have a great Greensted experience. To be able to achieve your purpose in education, students have varied supervised study structured times but also have structured recreational/social and skilled based activities, outings, educational talk from Friday to Sunday. We are proud to say our boarding is a HOME AWAY FROM HOME because our students have learnt to live as family, free with each but with a sense of responsibility. To appreciate how diverse, we are, there are Dorm values which are; Discipline, Respect, Involvement, Fraternity, and Tolerance (DRIFT) that remind us to live as a community.

WHAT IS EXPECTED OF YOU IN THE SIXTH FORM

Even though the Sixth Form is designed for you as a student, there are still some expectations that you are required to uphold. You are obviously required to carry yourselves as responsible students of dignity with "passion and pride".



*Sixth formers competing for the Headmaster's
Basket Ball Trophy*

The following section of the handbook is designed to help you get through your first year of Sixth Form life as smoothly as possible. As such, it touches on all the important parts of the experience and gives as much detail as you will need. These sections are:

- ✓ Life in Sixth Form
- ✓ School Rules
- ✓ Dress Code
- ✓ Subjects
- ✓ Study periods
- ✓ The school day
- ✓ Careers and
- ✓ University Fairs
- ✓ Speakers' Corner

1. LIFE IN SIXTH FORM:

As part of the Sixth Form experience, students will be exposed to various activities that expand their abilities and interests outside the classroom. They will also allow the new sixth formers to interact with each other and develop bonds with their classmates. These activities include:

The Headmaster's Project (HMP) and Greensteds Day - During the year, one of the slots in your time table will be allocated to HMP. This is a session that the students spend working with the Headmaster to come up with ideas and activities that will help the school. There is a different one each term. One of the activities is Greensteds day. This occurs every year in Hilary term and the Year 12's are expected to help with the organisation of the event to involve the whole school. It is a good opportunity for developing leadership skills.

Community Service – All sixth formers take part in service learning with the rest of the school on Thursday afternoons. In addition, students offer help to the school community by hosting activities such as swimming, art, leadership forums and IT classes.

Weekend movie nights - On some weekends, Sixth Form students are privileged to have a movie night or a social during which they will meet to have fun and relax, usually at night. It is a very good social gathering that allows good social interactions with the supervision of staff on duty.

EAMUN – Greensteds Sixth Form students actively participate every year. It is a programme designed to model the activities of the real United Nations Organisation with aims of building up confidence and enhance the debate skills of participants.

World Scholars – a Global debating competition. We have had Greensteds Sixth form students go to Nairobi, Dubai and to USA to compete in 2021/2022.



EAMUN Delegates



Sixth Formers participating in the annual swimming Gala

2. RULES AND REGULATIONS:

There are some rules that must be followed by all Sixth Form students. The rules are set in place to both maintain order and make life in Sixth Form (6th Form) much easier. The rules are listed below.

- Only 6th Formers are allowed in 6th Form Centre, at no point in time are non-6th form students allowed in the 6th Form Centre, unless given permission from the Head of Sixth Form.
- Sixth Form Centre timings: The 6th Form Centre is opened at 8.00am and closed at 5.00 pm. It has free access between these hours. No Sixth Formers in Prefects' lounge. Only prefects are allowed in the Prefects' lounge.

- The TV should not be used during class time. When it is in use, everyone else present in the 6th Form should be comfortable with what is being displayed
- When in 6th form, students are reminded to be considerate of the other students who might be studying. Student's listening to music should do it with earphones. Students having conversations should use their inside voices.
- The 6th Form Centre has kitchen appliances such as kettles, microwaves, crockery and cutlery which should be handled with care and only during specific times such during break.

3. DRESS CODE

Among the privileges that you have as a 6th Form student is that the dress code is very flexible. It is simply formal wear with few regulations, outlined as follows:

- For the boys, a blazer is compulsory for Monday assembly. All sweaters worn by Sixth Form students must be black. Any belt worn must either be black or brown. All shirts must have a collar. Any solid-colored shirt is acceptable. The shirt must not be patterned. For boys, neckwear (tie or bowtie) must always be worn and visible.
- Black formal trousers are to be worn by all students. Khaki and jeans are not acceptable materials for your trousers.
- Hair styles for the boys should be above collar length and neat at all times. Extreme hairstyles are not allowed. For the girls, hair should not be coloured with very bright colours and should only be tied by a dark- coloured hair band and not a bandana or non-religious scarves.
- Everyone is required to wear black polishable shoes. Socks can only be navy blue, black, grey or white other colours will not be tolerated. The girls are allowed to wear black formal sandals during school days. Beaded sandals are not permitted.
- Jewelry must be discrete. Both boys and girls are allowed only one bracelet and a watch. Similarly, they can both wear one discrete necklace. Girls are allowed to wear only one pair of stud earrings. No hoops. Boys may not wear earrings during school hours.
- Makeup Girls may put on minimal and discrete make up during school hours.
- As part of your privileges, Sixth Form students have one day of dress down weekly. You can wear polo shirts with no logos or markings on them on and you can also wear turtlenecks when cold.



Prefects Smartly Dressed in Uniform.

4. SUBJECTS

Greensteds offers a range of subjects from sciences to the arts. The subjects offered are either under the CIE board or the Edexcel Board or a number of BTEC subjects are offered. Year 12 students will pick 3 or 4 subjects to study at AS Level. At least 3 subjects will be continued into Year 13 and A Levels.

The CIE and Edexcel subjects are graded A, B, C, D, E. The highest grade is an A*, which can only be attained in year 13. The BTEC's are graded Distinction which is the highest grade, Merit which is great and pass which is good. A D* grade can be attained if an examiner sees exceptional work.

5. STUDY PERIODS

Study periods are times allocated throughout the week dedicated to completing prep, revising and reviewing work completed in class. A single study period runs for the same time as a normal lesson, 45 minutes. During study periods, high standards of behavior are expected in the Sixth Form. Students should use all the resources available to them sensibly and as much as possible to broaden their learning.

- a. You must be in the Sixth Form for the entire duration of your study period.
- b. No loitering is allowed in the Sixth Form during study periods
- c. Sixth formers are permitted to listen to music during study periods as long as it does not disturb other Sixth Formers or distract oneself. Use earphones.

6. THE SCHOOL DAY

There are 7 lessons in a day each lasting 45 minutes.

Lesson 1: 08.25 - 09.10

Lesson 2: 09.15 - 10.00

Lesson 3: 10.05 - 10.50

Break

Lesson 4: 11.10 - 11.55

Lesson 5: 12.00 - 12.45

Lunch

Lesson 6: 13.35 - 14.20

Lesson 7: 14.25 - 15.10

Extra-curricular activities occur after the timetabled lesson

Breaks:

Break is served at 10:50am and 3:10 pm in the Sixth Form Centre every day. Except on Fridays where break is served at the Junior Dining at 10:50 am and it's then that the staff join to interact with the Sixth Form Students.

Vegetarian break is served too then for the respective students.

Break Menu includes: Cookies, Sandwiches, Scones, Donuts, Mandazis, Pancakes, Pizza and of course the Friday special.

7. COURSE OFFERED, CAREERS and UNIVERSITY FAIRS

An external University fair is an event at which university representatives gather in one location to display their university information. Internal University fairs are when university representatives come into school.

Prospectuses and information can be collected and further information can be got from either Mrs. E Agingu at the Careers room or information is in the Sixth Form common room or in the library.

There is information available on:

- ✓ General information about the university
- ✓ Fees structure and if there are any available scholarships
- ✓ Percentage of international students
- ✓ Accommodation
- ✓ Academic requirements for the university



Graduating Class of 2022

8. SPEAKERS'S CORNER

This is a forum that's held in the Sixth Form on some Friday nights. It can allow you to either know your teachers and their interests or university forums can be held. One of the forums held was where skype calls were set up between the students and undergraduates at the University of British Columbia (Canada) and other universities. The teachers that come to speak to you allow you to know them and their experiences better and maybe even learn that you could be interested in the same thing that they like such as travel, zoology, playing instruments and sports. It is very insightful and is definitely something you should look forward to.

We very much hope you found the information we have put together for you useful. We look forward to welcoming you to the sixth form.

Written by Greensteds Sixth Formers

ADMISSION REQUIREMENTS

In order to enter the sixth form automatically for A Levels, students need a minimum of 5 grades A*-C at GCSE level.

To study Mathematics and Science subjects, students should have achieved at least a B Grade at GCSE.

To join the sixth form for BTEC subjects students need at least 4 GCSE's at D grade or higher.

You are about to begin the first stage in deciding what to do after your GCSEs. This is an important step in your life, as the wrong choice could limit what you are able to do in the future. One part of the process is deciding which four subjects to choose to study at AS next year, with a view to carrying on with three of them to A2 the following year. The following pages offer guidance on where and how to seek help and explanations of the different subjects available at Greensteds School and what each can open up for you in the longer- term future.

If you have any further clarifications, feel free to speak to Ms. Imalingat or contact through email, headsixthform@greenstedsschool.com

SUBJECTS OFFERED AT SIXTH FORM

ACADEMIC BASED

- 1. Biology**
- 2. Chemistry**
- 3. Physics**
- 4. Mathematics**
- 5. English and Literature**
- 6. Economics**
- 7. Geography**
- 8. History**
- 9. Psychology**

BTEC BASED

- 1. Art and Design**
- 2. Business**
- 3. Creative Media**
- 4. IT**
- 5. Music**
- 6. Performing Arts**
- 7. Sports**

Biology

Cell structure

- Biological molecules
- Enzymes
- Cell membranes and transport
- The mitotic cell cycle
- Nucleic acids and protein synthesis
- Transport in plants
- Transport in mammals
- Gas exchange
- Infectious diseases
- Immunity

Through a balance of academic work and experimental procedures with first hand observations of their own work, students will develop a deep understanding of a subject that is both universal in scope and increasingly pivotal in cutting edge research.

Exam Board: CAIE

Teacher to Contact: Mr. B. Awuor

AIMS

The aims describe the purposes of a course based on this syllabus; they enable students to:

1. Acquire knowledge and understanding and develop practical skills, including efficient, accurate and safe scientific practices
2. Learn to apply the scientific method, while developing an awareness of the limitations of scientific theories and models
3. Develop skills in data analysis, evaluation and drawing conclusions, cultivating attitudes relevant to science such as objectivity, integrity, enquiry, initiative and inventiveness
4. Develop effective scientific communication skills, using appropriate terminology and scientific conventions
5. Understand their responsibility to others/society and to care for the environment
6. Enjoy science and develop an informed interest in the subject that may lead to further study.

COURSE CONTENT

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Biology. It also helps learners develop the knowledge and skills that will prepare them for successful university study. Our learners also develop lifelong skills of scientific enquiry, confidence in technology, and communication and teamwork skills.

It is also designed to inspire an interest in scientific study and creative thinking.

This is a 2 year course and is divided into two;

1. AS (Advanced Subsidiary) and

2. Advanced level (A level).

Candidates will study all of the following topics:

AS (Advanced Subsidiary) - First year of the A level course

- Cell structure
- Biological molecules
- Enzymes
- Cell membranes and transport
- The mitotic cell cycle
- Nucleic acids and protein synthesis
- Transport in plants
- Transport in mammals
- Gas exchange
- Infectious diseases
- Immunity

AS Level candidates also study practical skills.

Candidates are normally encouraged to prepare for and sit for AS examinations which test them on the first eleven topics and their practical skills, in the first year of the course.

A Level Biology to study the AS topics and the following topics:

- Energy and respiration
- Photosynthesis
- Homeostasis
- Control and coordination
- Inheritance
- Selection and evolution
- Classification, biodiversity and conservation
- Genetic technology

Advanced Level candidates also study practical skills

ASSESSMENT

AS level

Paper 1: Multiple Choice

1 hour. 40 marks. 15.5% (31% AS only)

Paper 2: AS Level Structured Questions

1 hour 15 minutes. 60 marks. 23% (46% AS only)

Paper 3: Advanced Practical Skills:

2 hours. 40 marks. 11.5% (23% AS only)

A Level

Paper 4: A level Structured Questions:

2 hours. 100 marks. 38.5%

Paper 5: Planning, Analysis and Evaluation 1 hour 15

minutes. 30 marks. 11.5%

All papers are externally assessed

ASSESSMENT OBJECTIVES:

The assessment objectives (AOs) are:

AO1 Knowledge and understanding

Candidates should be able to demonstrate knowledge and understanding of:

1. Scientific phenomena, facts, laws, definitions, concepts and theories
2. Scientific vocabulary, terminology and conventions (including symbols, quantities and units)
3. Scientific instruments and apparatus, including techniques of operation and aspects of safety
4. Scientific quantities and their determination
5. Scientific and technological applications with their social, economic and Environmental implications.

AO2 Handling, applying and evaluating information

Candidates should be able to handle, apply and evaluate information, in words or using other forms of presentation (e.g., symbols, graphical or numerical) to:

1. Locate, select, organize and present information from a variety of sources
2. Translate information from one form to another
3. Manipulate numerical and other data
4. Use information to identify patterns, report trends and draw conclusions
5. Give reasoned explanations for phenomena, patterns and relationships
6. Make predictions and construct arguments to support hypotheses
7. Apply knowledge, including principles, to new situations
8. Evaluate information and hypotheses
9. Demonstrate an awareness of the limitations of biological theories and models solve problems.

AO3 Experimental skills and investigations

Candidates should be able to:

1. Plan experiments and investigations
2. Collect, record and present observations, measurements and estimates
3. Analyze and interpret experimental data to reach conclusions
4. Evaluate methods and quality of experimental data and suggest possible improvements to experiments.

What further study can I undertake in this subject?

Biomedical Sciences, Biochemistry, Dentistry, Dietetics, Earth Sciences, Environmental Science, Forensic Science, Geology, Medical Science, Medicine, Nursing, Pharmacy, Physiotherapy Sports Science, Biotechnology, Microbiology, Medical Laboratory Technology and Astrology

Another subject that complement Biology: Mathematics, Chemistry, Physics, Physical Education, Psychology

Chemistry

The Course aims at giving learners key concepts in Chemistry in the following main areas: Physical chemistry Inorganic chemistry Organic chemistry and analysis Practical skills. It gives learners a thorough understanding of key concepts and an in-depth knowledge of Chemistry's most important themes as well as strong practical skills. The knowledge and skills acquired will prepare them for successful university study. It is also expected that learners will develop lifelong skills of scientific enquiry, confidence in technology, and communication and teamwork skills.

It is recommended that learners who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE course, or the equivalent, in Chemistry or in Co-ordinated Science.

Teachers to Contact: Mr. Osano and Mr Teyie

Other subjects that complement Chemistry: Mathematics, Biology; Mathematics and Physics.

Exam Board: CAIE **Exam Code:** 9701

Where can I get more information Exam board url: www.caie.org.uk/alevel

The main topics are:

Atoms and forces: Matter is built from atoms interacting and bonding through electrostatic forces. Experiments and evidence: Evidence from observations and experiments used to build models and theories of the structure and reactivity of materials.

Patterns in chemical behaviour and reactions: By identifying patterns in chemical behaviour we can predict the properties of substances and allows us to design new materials of use to society. **Chemical bonds:** The understanding of how chemical bonds are made and broken by the movement of electrons allows us to predict patterns of reactivity.

Energy changes: The energy changes that take place during chemical reactions can be used to predict both the extent and the rate of such reactions.

Candidates will also be expected to practice experimental skills throughout the whole period of their course of study. As a guide, learners should expect to spend at least 20 percent of their time doing practical work individually or in small groups.

ASSESSMENT

Paper 1: Multiple Choice - 1 hour

This paper consists of 40 multiple choice questions, 30 of the direct choice type and 10 of the multiple completion type, all with four options. All questions will be based on the AS Level syllabus content. Candidates will answer all questions. Candidates will answer on an answer sheet. [40 marks]

Paper 2: AS Level Structured Questions - 1 hour 15 minutes

This paper consists of a variable number of questions of variable mark value. All questions will be based on the AS Level syllabus content. Candidates will answer all questions. Candidates will answer on the question paper. [60 marks]

Paper 3: Advanced Practical Skills - 2 hours

This paper requires candidates to carry out practical work in timed conditions.

Candidates will be expected to collect, record and analyze data so that they can answer questions related to the activity. The paper will consist of two or three experiments drawn from different areas of chemistry. Candidates will answer all questions. Candidates will answer on the question paper.

[40 marks]

Paper 4: A Level Structured Questions - 2 hours

This paper consists of a variable number of free response style questions of variable mark value. All questions will be based on the A Level syllabus but may require knowledge of material first encountered in the AS Level syllabus. Candidates will answer all questions. Candidates will answer on the question paper. [100 marks]

Paper 5: Planning, Analysis and Evaluation 1 hour 15 minutes

This paper consists of a variable number of questions of variable mark value based on the practical skills of planning, analysis and evaluation. The context of the questions may be outside the syllabus content, but candidates will be assessed on their practical skills of planning, analysis and evaluation rather than their knowledge of theory. Candidates will answer all questions. Candidates will answer on the question paper. [30 marks]

Candidates for Advanced Subsidiary (AS) certification take Papers 1, 2 and 3 (either Advanced Practical Skills 1 or Advanced Practical Skills 2) in a single examination series. Candidates who, having received AS certification, wish to continue their studies to the full Advanced Level qualification may carry their AS marks forward and take Papers 4 and 5 in the examination series in which they require certification. Candidates taking the full Advanced Level qualification at the end of the course take all five papers in a single examination series

Economics

Economics teaches students to think logically and to use theories to understand how economies like economy operate.

At the center of the subject is the question of how we divide up our scarce resources and how decisions resulting from these affect us

Teacher to Contact: Mr Simiyu

Exam Board: Edexcel Pearson

For more information:
[m/content/dam/pdf/A%20Level/economics-a/2015/specification-and-sample-](https://www.edexcel.org.uk/content/dam/pdf/A%20Level/economics-a/2015/specification-and-sample-)

Teacher to Contact: Mr. B. Awuor

Economics is not simply about numbers. It is the study of the world around us from a social, financial and cultural perspective, gaining an understanding of economic theories and inter-relationships between macro

Unit 1

This unit gives students an introduction to the

Nature of economics and examines how the price mechanism allocates resources in local, national and global markets. Students will learn to apply supply and demand analysis to real - world situations, and will be able to suggest reasons for consumer behaviour. This will involve looking at how consumers act in a rational way to maximise utility and how firms maximise profit but also why consumers may not behave rationally. Students will analyse the nature and causes of market failure and understand the strengths and weaknesses of possible policy remedies.

Unit 2

This unit introduces the key measures of economic performance and the main objectives and instruments of economic policy in an international context. Students will learn how to use a basic AD/AS model to analyse changes in real output and the price level. Students will look at when demand and/or supply side policies may be appropriate ways of improving an economy's performance; consider these policies in a historical context; predict the possible impact of such policies and recognise the assumptions involved. Students should understand different approaches that may be used by policy makers to address macro-economic problems.

Unit 3

This unit develops the content of Unit 1 and examines how pricing and the nature of competition between firms is affected by the number and size of market participants. At the end of this unit, students should be able to analyse and evaluate the pricing and output decisions of firms in different contexts, and understand the role of competition in business decision making. They should also be capable of making an appraisal of government intervention aimed at promoting competitive markets.

Unit 4

This unit develops the knowledge and skills gained in Unit 2. The application, analysis and evaluation of economic models is required, as well as an ability to assess policies that might be used to deal with economic problems. An awareness of trends and developments in the global economy over the last 40 years, including contemporary issues, is required. Wider reading and research will enable students to use up-to-date and relevant examples in their analysis and evaluation of issues and developments in the global economy.

Possible careers related to the subject:

Accountant, Actuarial Analyst, Chartered Accountant, Data Analyst Economist, Finance and Banking
Financial Risk Analyst, Financial Planner Forensic, Accountant Investment, Analyst Statistician , Stockbroker

What further study can I undertake in this subject?

Cambridge AICE Diploma.

Other subjects that complement Biology: Mathematics, History, Geography

ASSESSMENT

Year 12

UNIT 1

The examination lasts 1 hour 45 minutes

- The paper is marked out of 80 marks.
- The paper will include short - open response and extended - writing questions, based on sources.

Unit 2

- The examination lasts 1 hour 45 Minutes.
- The paper will include questions that target quantitative skills
- This may include making and interpreting calculations, and drawing and interpreting diagrams.

Year 13

Unit 3

- The examination lasts 2 hours.
- The paper is out of 80 marks.
- The paper will include multiple- choice, short-open response and extended -writing questions.
- The paper will include questions that target quantitative skills
- This may include making and interpreting calculations, and drawing and interpreting diagrams.
- Questions may draw on any content covered in Units 1 and 2.

Unit 4

- The examination lasts 2 hours.
- The paper is marked out of 80 marks.
- The paper will include multiple- choice, short-open response and extended -writing questions.
- The paper will include questions that target quantitative skills. This may include making and interpreting calculations, and drawing

English and Literature

Candidates develop a lifelong understanding and enjoyment of literary texts and most importantly gain a range of essential skills.

Importance of Literature

To qualify for the Arts stream, Literature is considered as one of the humanities subjects. Advertising, public relations and mass /communications require good grades in language and humanities subjects. Hence it is a booster subject.

Teacher to contact: Mrs. Agingu

Exam Board: CAIE

Year 12 AS: 9595

Year 13 A Level: 9695

Where can I get more information?

Website: <https://www.cambridgeinternational.org/>

Importance of Literature

To qualify for the Arts stream, Literature is considered as one of the humanities subjects. Advertising, public relations and mass /communications require good grades in language and humanities subjects. Hence it is a booster subject.

Students will learn essential skills, including:

- ✓ Critical and independent reading, analysis and appreciating literary texts
- ✓ Effective communication of personal and critical Responses
- ✓ Developing confidence and ability to express their thoughts and ideas
- ✓ Critical thinking
- ✓ Extensive reading and appreciating varied literary Genres

Cambridge International AS Level Literature in English requires candidates to answer two compulsory papers: candidates are required to study three set texts and prepare for one unseen text

Paper 1 Drama and Poetry

Learners studying **two** set texts, **one question** from section A and **one question** from section B

Candidates answer **one question** from section A (Drama) and **one question** from section B (Poetry)

Marks: 50

Duration: 2 hours

Weighting: 50% at the AS 25% at the A level

Paper 2

Prose and Unseen

Learners study **one** set text from section A and for section B, learners prepare to respond to an **unseen** text that may be poetry, prose or drama.

Candidates answer two questions, one from each section.

Marks: 50

Duration: 2 hours

Weighting: 50% at the AS level: 25% at A level

Cambridge International A Level Literature in English requires candidates to study four set texts answer two compulsory papers.

Paper 3

Shakespeare and Drama

Candidates answer **two** questions: **one** question from Section A Shakespeare and **one** question from Section B Drama.

Externally assessed.

Marks: 50

Duration: 2 hours

Weighting: 25% at A level

Paper 4

Pre-and Post-1900 Poetry and Prose

Candidates answer two questions: one question from section A on Pre-1900 poetry and prose, and one question from section B post- Poetry and Prose.

Externally assessed.

Marks: 50

Duration: 2 hours

Weighting: 25% at A level

SUBJECTS THAT COMPLIMENT ENGLISH AND LITERATURE

- ✓ Arts stream (Literature can be a compliment for language/humanities)
- ✓ Advertising
- ✓ Mass communications
- ✓ Sports science
- ✓ Physiotherapy
- ✓ Recreation and leisure studies
- ✓ Hospitality Industry
- ✓ Public relations
- ✓ History, Music, Media, Sociology, Psychology, Law

Geography

Geography helps us understand how people and societies relate to changes in the natural environment.

Are you interested in: The physical world around you, Challenges to the environment, Bridging the arts and sciences, Understanding other cultures, Active research and Learning how to become good decision making.

Teachers to contact: Mr. K. Otieno, Mr. E. Chiti

Exam Board: CAIE

Yr. 12 AS: 9696 Yr. 13 A Level: 9696

This exciting course offers you a balance between Physical and Human Geography

What further studies can I undertake in this subject?

- ✓ Higher academic pursuance of Literature.
- ✓ Depending on local university entrance requirements, it may permit or assist progression directly to university courses in English, Humanities or some other subjects like Law.
- ✓ Literature will therefore be an added advantage.

Year 12

Paper 1 Core Physical Geography

(Taken end of Year 12)

This paper will focus on Physical Geography and will be divided into **three** main topic areas:

- Hydrology and fluvial geomorphology
- Atmosphere and weathering
- Rocks and weathering

Exam – 1 hour 30 mins (60 marks) – In section A, candidates answer three data-response questions and in section B, candidates answer one structured question

Paper 2 Core Human Geography

(Taken end of Year 12)

This paper will focus on Human Geography and will also be divided into three main subject areas:

- Population
- Migration
- Settlement dynamics

Exam – 1 hour 30 mins (60 marks) In section A, candidates answer three data-response questions and in section B, candidates answer one structured question from a total of three questions.

Year 13

Paper 3 Advanced Physical Geography options

This paper will test students on Physical Geography.

Two options are taught from the following 4 options:

- Tropical Environments
- Coastal Environments
- Hazardous environments
- Hot arid and semi-arid environments

Exam – 1 hour 30 mins (60 marks)

This time A2 style questions will be answered so will therefore be more challenging – Candidates answer questions on two topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks), for a total of 60 marks.

Paper 4 Advanced Human Geography options

This paper will test students on **Human Geography**.

Two options are taught from the following 4 options:

- Production, location and change
- Environmental management
- Global Interdependence
- Economic transition

Exam – 1 hour 30 mins (60 marks)

This time A2 style questions will be answered so will therefore be more challenging – Candidates answer questions on two topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks), for a total of 60 marks.

The AS Course can be a stand-alone course or your exam marks in your year 12 year will count towards 50% of your final A2 grade (the other 50%)

Advice:

You must commit hard work to the Geography course right from the start. All the work taught in year 12 and 13 will go towards your final A Level grade. Prep and many past questions throughout the year will prepare you for your exams so must be completed.

Fieldwork:

An important part of any Geography course is fieldwork. If you select this course you will take part in two 4 days of fieldwork - both of the trips will be a residential trip. In year 12 there will be a trip to Saganna and this year the year 13's went to Watamu and stayed in Turtle Bay where we focused on learning more about Coastal Environments (Physical topic) as well as elements of tourism for the Global Interdependence unit (Human topic). Both of the fieldtrips aim to show you Geography outside of the classroom but the year 13 trip also focuses on preparing you for the year 13 A Level exams.

Skills:

Geography develops your critical thinking, problem solving and your ability to describe and explain. You will further develop your ICT skills through Internet- based research. Career Higher Education/Your future:
Geography is a flexible subject that compliments many other courses. It suits students with an interest in topical issues that affect our daily lives. It will equip you with many transferable skills which makes this course both attractive to universities and employers alike.

History

Teacher to Contact:

Mr. Lusasi

For further information:

Please visit; [es-and- qualifications/cambridgeinternational-as-and-a-level-history9489/](https://www.cambridgeinternational-as-and-a-level-history9489/)

Candidates will study all of the following topics:**YEAR 12**

- ✓ International option: International history, 1870– 1945
- ✓ Empire and the emergence of world powers,1870–1919
- ✓ The League of Nations and international relations in the 1920s
- ✓ The League of Nations and international relations in the 1930s
- ✓ China and Japan, 1912–45
- ✓ Contemporary reactions to the Holocaust

Skills that successful candidates will gain are:

- Assessing different interpretations of an argument
- Formulating their own ideas about a subject presenting clear and logical arguments evaluating historical evidence
- Developing an understanding of historical concepts such as cause and effect, similarity and difference and continuity and change.

What further studies can I undertake in this subject?

- ✓ Cambridge AICE Diploma.

Possible careers related to this subject:

- ✓ Law
- ✓ History teacher/professor
- ✓ Broadcasting
- ✓ Political science
- ✓ Business related careers
- ✓ Museum curator
- ✓ Archaeology
- ✓ Researcher

Advice: You must commit hard work to the History course right from the start.

- ✓ All the work taught in year 12 and 13 will go towards your final A Level grade.
- ✓ Prep and many past questions throughout the year will prepare you for your exams so must be completed.

Other subjects that complement History: Literature

CANDIDATES WILL STUDY THE FOLLOWING TOPICS:

The origins and development of the Cold War	Europe of the Dictators, 1918–1941 Mussolini’s Italy, 1920-41
<p>This topic covers the following events and developments in the evolution of the Cold War in Europe, 1941–50</p> <ul style="list-style-type: none"> • Tensions in the wartime alliance against the Axis powers • Peace-making at the end of the Second World War • Increasing tensions in a divided Europe • The Truman Doctrine and the Marshall Plan • The Berlin Blockade and Airlift 	<p>Europe of the Dictators, 1918–1941 Mussolini’s Italy, 1920-41</p> <ul style="list-style-type: none"> • Why did Mussolini gain power in 1922? • What were Mussolini’s domestic aims up to 1941? • How far did Mussolini achieve his domestic aims up to 1941? • How far was Mussolini a totalitarian ruler? Hitler’s Germany, 1929-41 • Why did Hitler gain power in 1933? • What were Hitler’s domestic aims up to 1941? • How far did Hitler achieve his domestic aims to 1941? • How far was Hitler a totalitarian ruler?

ASSESSMENT YEAR 12

Component 1: Document question- The Search for International Peace and Security, 1919–1945

Duration: 1 Hour

Weighing: 20%

Total marks: 40 marks

Candidates answer both parts of one source-based question.

It is externally assessed.

Component 2: Outline study- International Relations, 1871–1945 Duration: 1

Hour 30 Minutes

Weighing: 30%

Total: 60 marks

Candidates answer both parts of two questions of the topics studied.

Externally assessed.

ASSESSMENT YEAR 13

Component 3: Interpretations question Duration: 1 Hour

Weighing: 20%

Total: 40 marks

Candidates answer one question from the chosen topic. Externally assessed.

Weighing: 30%

Total: 60 marks

Component 4: Europe of the Dictators, 1918–1941

Duration: 1 Hour 30 Minutes

Candidates answer any two questions in the chosen depth study. Externally assessed.

This course aims at developing abilities to reason logically and recognize incorrect reasoning to extend students' range of mathematical skills and techniques and use them in more difficult unstructured problems

Mathematics

The students will recognise how a situation may be represented mathematically and understand the relationship between „real-world“ problems and standard and other mathematical models and how these can be refined and improved.

Teachers to Contact: Mr. Shivonje and Mr. Lameka

Specification: [at ions/edexcel-international-advanced-](https://www.edexcel.org.uk/qualifications/edexcel-international-advanced-levels/mathematics-2018.html)

levels/mathematics-2018.html **Exam Board:** Pearson Edexcel International **Advanced Level in Mathematics.**

Course Content

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- ✓ Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- ✓ Develop abilities to reason logically and recognize incorrect reasoning, to generalize and to construct mathematical proofs.
- ✓ Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected.
- ✓ Use mathematics as an effective means of communication to read and comprehend mathematical arguments and articles concerning applications of mathematics
- ✓ Acquire the skills needed to use technology such as calculators and computers effectively, recognize when such use may be inappropriate and be aware of limitations
- ✓ Develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general
- ✓ Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

STUDYING A- LEVEL MATHEMATICS:

This will provide students with opportunities to pursue a wide range of courses in University. This will make the students competitive and versatile in the job market.

Other subjects that complement Maths:

Biology, Chemistry, Physics, Business, Economics, ICT

What further study can I undertake in this subject?

- ✓ Students can progress from this qualification to:
- ✓ A range of different, relevant academics or vocational higher education qualifications. Further Mathematics.
- ✓ Employment in a relevant sector Further training.

Possible careers related to this subject:

- ✓ Medicine, Engineering, Finance Business
- ✓ Architecture, Real Estate, Quantity Survey, Project Planning
- ✓ Procurement and Logistics, Actuarial Science Accounting

MATHEMATICS ASSESSMENT

UNITS

Year 12:

Pure Mathematics 1, 2 and Statistics 1
Each paper 1 hour 30 Minutes Long

Year 13:

Pure Mathematics 3, 4 and Mechanics 1
Each paper 1 hour 30 Minutes Long

An opportunity to do the exam in May/June and
January/February Exam Period.

Breakdown of Units

Pure Mathematics units

P1: Pure Mathematics 1	Algebra and functions; coordinate geometry in the (x, y) ; trigonometry; differentiation; integration.
P2: Pure Mathematics 2	Proof; algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration.
P3: Pure Mathematics 3	Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods.
P4: Pure Mathematics 4	Proof; algebra and functions; coordinate geometry in the (x, y) plane; binomial expansion; differentiation; integration; vectors.
FP1: Further Pure Mathematics 1	Complex numbers; roots of quadratic equations; numerical solution of equations; coordinate systems; matrix algebra; transformations using matrices; series; proof.
FP2: Further Pure Mathematics 2	Inequalities; series; further complex numbers; first order differential equations; second order differential equations; Maclaurin and Taylor series; Polar coordinates.
FP3: Further Pure Mathematics 3	Hyperbolic functions; further coordinate systems; differentiation; integration; vectors; further matrix algebra.

Applications units

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.
M2: Mechanics 2	Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.
M3: Mechanics 3	Further kinematics; elastic strings and springs; further dynamics; motion in a circle; statics of rigid bodies.
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.
S2: Statistics 2	The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.
S3: Statistics 3	Combinations of random variables; sampling; estimation, confidence intervals and tests; goodness of fit and contingency tables; regression and correlation.
D1: Decision Mathematics 1	Algorithms; algorithms on graphs; algorithms on graphs II; critical path analysis; linear programming.

Pearson Edexcel International Advanced Subsidiary

The International Advanced Subsidiary in Mathematics, Further Mathematics and Pure Mathematics qualifications each consist of three externally examined units:

Qualification	Compulsory units	Optional units
International Advanced Subsidiary in Mathematics	P1, P2	M1, S1, D1
International Advanced Subsidiary in Further Mathematics	FP1	FP2, FP3, M1, M2, M3, S1, S2, S3, D1
International Advanced Subsidiary in Pure Mathematics	P1, P2, FP1	

Pearson Edexcel International Advanced Level

The International Advanced Level in Mathematics, Further Mathematics and Pure Mathematics qualifications each consist of six externally examined units:

Qualification	Compulsory units	Optional units
International Advanced Level in Mathematics	P1, P2, P3, P4	M1 and S1 or M1 and D1 or M1 and M2 or S1 and D1 or S1 and S2
International Advanced Level in Further Mathematics	FP1 and either FP2 or FP3	FP2, FP3, M1, M2, M3, S1, S2, S3, D1
International Advanced Level in Pure Mathematics	P1, P2, P3, P4, FP1	FP2 or FP3

Physics

'The important thing is not to stop questioning. Curiosity has its own reason for existence.'
Einstein

Physics deals with such big questions as what is the universe made from? How did it begin? How will it end? What is the nature of time and space? It provides us with the tools and knowledge to bring engineering and technology into our lives. It also develops in the student a raft of transferable skills that are highly valued in a wide range of industries including research, engineering, banking and finance. Physics students will learn how to be creative, how to conceptualise abstract ideas, how to solve complex problems, how to manipulate equations and formulae, how to analyse and evaluate the validity of data and how to clearly communicate arguments by reasoned explanation, justification and evaluation.

Teachers Contact: Mr Ombori and Mr Amoshe

Exam Board: Edexcel International

A Level Exam Code: AS Xph11 A2

AS – Year 12

Candidates will study all of the following topics:

YEAR 12

Unit 1:

Mechanics and Materials - Motion, Energy, Momentum, Fluids and Solid Material

Unit 2:

Waves and Electricity - Wave and Particle Nature of Light, Quantum Physics, Electric Circuits

Unit 3:

Practical Skills in Physics I - core practicals completed and skills assessed

Dynamics and Hubble's Law

Unit 6:

Practical Skills in Physics II - core practicals assessed and skills assessed by examination

A LEVEL – Year 13

Candidates will study all of the following topics:

YEAR 13

Unit 4:

Further Mechanics, Fields and Particles - Circular Motion, Electric and Magnetic Fields, Subatomic Particles and Particle Accelerators.

Unit 5:

Thermodynamics, Radiation, Oscillations and Cosmology - Thermal Energy, Nuclear Decay, Simple Harmonic Motion, Star

ASSESSMENT

AS Level

Unit 1 - Written examination - 1 hr. 30

Unit 2 - Written examination - 1 hr

A Level

Unit 4 - Written examination - 1 hr. 45

Unit 5 - Written examination - 1 hr.

Core Practicals are undertaken and internally assessed against a set of core skills.

What further studies can I undertake in this subject?

Undergraduate degrees in Physics, Mathematics, Business, Economics, Engineering, Politics.

Other subjects that complement Physics: Mathematics and Chemistry

Psychology

Psychology provides an opportunity for our students to systematically explore the complexity of human behavior.

Are you interested in: Psychological concepts and theories, why people think and act the way they do, How to cope effectively with life and Finding out about the nature of a range of mental health disorders. **Leading to a career in:** Sport psychology, Forensic Psychology, Education Psychology, Clinical Psychology and many others...

Teacher to contact: Mrs. Muraguri

Exam Board: CAIE

AS Psychology – 9990 exam code 12, 22

A level Psychology – 9990 exam code 32, 42

AS – YEAR 12

Paper 1 Approaches, issues and debates

(Taken end of Year 12) 60 marks This paper consists of short answer, multiple choice and extended response questions and is assessed by a **1 hour 30-minute examination**.

This paper has no sections. The paper examines candidates' knowledge of the core studies. Candidates are asked questions based on the four approaches and the AS Level issues and debates.

The final question examines the candidates' ability to make evaluative points about a study.

Paper 2 Research methods (Taken end of Year 12) 60 marks

This paper consists of short answer and extended response questions and is assessed by a **1 hour 30-minute examination**. The examination paper has three sections: **Section A:** Short answer questions, some based on the core studies (22 marks).

Section B: Scenario-based questions (24 marks). **Section C:** A design-based question divided into two parts (14 marks).

The paper examines how well candidates can use and apply their knowledge on research methods and how research methods relate to the core studies.

A Level – Year 13

Paper 3 Specialist options: Theory 60 marks.

This paper contains **four** specialist choice options. Two options are taught from the following options.

- Abnormality.
- Consumer behaviour.
- Health.
- Organisations

Exam

This paper consists of short answer and structured essay questions and is assessed by a 1 hour 30-minute examination.

There are two questions for each specialist choice option.

Paper 4 Specialist options: Applications 60 marks. This paper contains four specialist choice options and candidates are required to answer questions from the two options they have studied.

Exam

This paper consists of short answer, design-based and essay questions and is assessed by

1 hour 30-minute examination. The examination paper has three sections:

Section A: Two questions based on stimulus material

Section B: One design-based question from a choice of four;

Section C: candidates answer one essay question from a choice of four, based on either of the two specialist options they have studied.



Psychology students during a visit to Mathari Psychiatric hospital

FOR CAMBRIDGE INTERNATIONAL AS AND A LEVEL PSYCHOLOGY, CANDIDATES:

Take Papers 1 and 2 only (for the Cambridge International AS Level qualification)

Or

Follow a staged assessment route by taking Papers 1 and 2 (for Cambridge International AS Level qualification) in one examination series, then Papers 3 and 4 (for the Cambridge International A Level qualification) in a later examination series

Or

Take Papers 1, 2, 3 and 4 in the same examination series, leading to the full Cambridge International A Level

All components are externally assessed

PROJECT WORK

In Greensteds, all Psychology students are expected to take part in the planning and the running of the Annual Mental health awareness week. This plays an important role in creating awareness about mental health and challenging the stigma and myths surrounding mental health. Most importantly, learners get to apply the knowledge learnt in class to the wider community; a prerequisite for the Year 13 exam

Introduction to BTEC Courses at GIS

“Excellence is never an accident. It is always the result of high intention, sincere effort, and intelligent execution; it represents the wise choice of many alternatives - choice, not chance, and determines your destiny.” Aristotle.

The sixth form at Greensteds International School is a critical but unique time in a student’s academic life. With most of our Sixth Formers transitioning from senior school but we also have many others joining from other schools. This period provides a different and more adult experience and not just an extension of what has been provided before. In that light, we provide university application guidance, career counseling, small learning groups, work experience placements, challenging but rewarding outdoor education, excellent boarding facilities and so much more!

Our sixth form has a wide range of BTEC combinations that will open doors to universities of choice, an apprenticeship, or the first step in one’s chosen career. At Greensteds international school, students can either do BTECs only or even BTEC with other A-level subjects. We offer BTECs in Media, BTEC Business, BTEC Music, BTEC Information Technology, BTEC Sports, and BTEC Art and design to accommodate all our learners’ interests.

BTECs have continued to be subjects of choice to many of our learners since they provide a pathway to high-quality, career-focused qualifications grounded in the real world of work. BTEC courses focus on skills-based learning and are designed around themed units. Rather than testing everything together at the end, BTECs are tested throughout the course using assessments based on real-life scenarios. BTECs are all about applying knowledge and skills in real-life scenarios to create career success and develop the employability skills modern businesses need.

The practical approach of BTECs allows learners to develop and apply the knowledge and skills that employers and universities are looking for. Since we appreciate that studying and learning involve theory and practical elements of the courses, this inevitably means that some time is spent in classrooms and IT suites, however, the emphasis is on practical application.

Students are encouraged to learn in teams and make presentations so as to improve their public speaking and communication skills. We continue to encourage our families and learners to consider BTECs in their subject choices to ensure they benefit from numerous opportunities for BTEC students. Should you have additional questions or wish to contact us, please reach out to our admissions team at office@greenstedsschool.com.

What is BTEC?

- ✓ BTECs are vocational qualifications which are designed to mix practical and academic assessment.
- ✓ They provide a route to higher study whilst developing key skills for those looking to go into the work place.
- ✓ Each BTEC is split into separate units which will enable the student to acquire new skills and improve existing ones.
- ✓ It is a vocational qualification meaning that there will be specific links to industry.

BTEC Qualifications at GIS

BTEC Level 2 Qualifications

- ✓ BTEC Certificate in Art and Design
- ✓ BTEC Extended Certificate in Art and Design
- ✓ BTEC Certificate in Creative Media Production
- ✓ BTEC Certificate in IT

Level 2 Qualifications are equivalent to IGCSEs. Level 2 certificate course is equivalent to 1 IGCSE.

BTEC Level 3 Qualifications

- ✓ BTEC Certificate in Enterprise and Entrepreneurship
- ✓ BTEC Subsidiary Diploma in Enterprise and Entrepreneurship
- ✓ BTEC Diploma in Enterprise and Entrepreneurship
- ✓ BTEC Certificate in Sport
- ✓ BTEC Subsidiary Diploma in Sport
- ✓ BTEC Certificate in Art and Design
- ✓ BTEC Subsidiary Diploma in Art and Design
- ✓ BTEC Certificate in IT
- ✓ BTEC Subsidiary Diploma in IT
- ✓ BTEC Certificate in Creative Media Production
- ✓ BTEC Subsidiary Diploma in Creative Media Production
- ✓ BTEC Certificate in Performing Arts
- ✓ BTEC Subsidiary Diploma in Performing Arts
- ✓ BTEC Certificate in Music Technology
- ✓ BTEC Subsidiary Diploma in Music Technology

Level 3 Qualifications are equivalent to A Levels. Level 3 certificate course is equivalent to one AS. Level 3 Subsidiary Diploma course is equivalent to one A Level. Level 3 Diploma course is equivalent to two A Levels. Level 3 Extended Diploma course is equivalent to three A Levels.

What about BTEC grading?

- ✓ To PASS a unit, every pass criterion needs to be achieved. PASS = describe (what).
- ✓ To gain a MERIT, all pass and merit criteria needs to be achieved. MERIT = explain (how).
- ✓ To gain a DISTINCTION, all the pass, merit and distinction criteria need to be achieved. Distinction = justify / evaluate (why).

BTEC Evidence

- ✓ Recorded discussions
- ✓ Log book and diaries
- ✓ Artefacts
- ✓ Presentations
- ✓ Performance
- ✓ Role plays
- ✓ Brochure, leaflets
- ✓ Posters
- ✓ Promotional material
- ✓ Case studies
- ✓ Web-based material (websites, blogs, podcasts, VLE)
- ✓ Reports and written investigations
- ✓ Annotated photographs
- ✓ Work-based evidence

How will my learning be assessed?

BTECs are not exam-based qualifications. You will be studying real life, work-based case studies and will complete projects and assessments, which contribute to achieving each unit studied. Each BTEC is made up of units. The number of units is dependent on the level and size of BTEC being studied. Assessment can be through anything that reflects what you have achieved during the course and this will be set by your teacher through prepared assignment briefs.

BTEC ART AND DESIGN

Year 12-13 BTEC International Level 3 Subsidiary Diploma in Art and Design (Runs for 2 years to get certification)

The course consists of two mandatory units:

Unit A1-Skills Development and Unit 2: Responding to a brief.

It addresses 5 mandatory areas in Art and Design that also inform the five assessment criteria as follows:

- ✓ Informing Ideas
- ✓ Problem Solving
- ✓ Technical skills
- ✓ Professional practice
- ✓ Communication skills

STRUCTURE OF BTEC ART

Assessment Assessed through a series of assignments together with the coursework briefs. Learners will complete them throughout their course and will produce evidence for each assessment criterion

Collecting Assessment evidence

Evidence for assessment may be generated through a range of activities including workplace assessment, role play and presentation. Learners are encouraged to take responsibility for their own learning and achievement, considering industry standards for behavior and performance. Evidence submitted needs to adhere to Pearson Assessment Criteria and grading standards. Every assessment should give learners the opportunity to target all appropriate criteria. The grades P1, M1 and D1 are all linked to one another and learners have the opportunity to meet them all by completing the assignments given. In order to achieve a Merit, learners need to achieve the Pass and Merit grades for that unit. For a Distinction, learners need to achieve all the criteria.

Teachers to contact: Ms. Kalumu

Exam board: Pearson

Further info: <https://qualifications.pearson.com/en/qualifications/btec-nationals/art-and-design-2010.html>

Careers related to this subject: Fine Arts, Industrial Design, Product Design, Creative Direction, Spatial Design (Architecture, Interior Design, and Landscaping), Fashion Design, Graphic Design, Web Design, Animation, Photography, Multi-Media Design, Illustration, Museum and Gallery Curator, Art Historian, Art Valuation and Sales, Culinary Arts, Cake Arts, Wardrobe Consultancy, Movie and Set Design, Cinematography, Packaging Design, Publication Design, Branding and Advertising, Art History, Art Education, Events Planning among many others.

BTEC BUSINESS

'Entrepreneurs are essential to our society because they build the economic engines that help our economy grow. They foster technological and social change. Their innovation and creativity forge our future.'

Exam Board: Pearson

BTEC Level 3 90-credit

Diploma in Enterprise and Entrepreneurship

Teacher to contact: Dr. Motanya; Mr Bett

Where can I get more information:

<https://www.pearson.com/en/qualifications/btec-enterprise-qualifications.html/>.

Through a combination of classwork and enterprise projects, students can learn and practice entrepreneurship in a real environment.

Students will receive a thorough and practical understanding of the issues involved in both starting a business and fostering innovation in a corporate setting allowing them to progress into the business world or into higher education.

Other subjects that complement this subject:

Business Studies

Possible careers related to this subject: Popular areas of employment for business and management graduates include business, HR, finance, marketing, PR and sales. Careers in consulting are another option. Consultants can specialize in a range of fields, including strategic consulting, IT consulting, HR consulting and business process management.

BTEC Business is a vocational and work-related course designed and suitable for students looking for a more vocational route to university study and/or a career in a specific area business, finance, law, pitching for new Businesses and many more areas. BTEC courses give students considerable freedom to display their creative talents, while developing their practical skills and knowledge base. Ongoing assessment with no end-of-year examinations ensures that students remain engaged throughout their course. The vocational learning style of BTEC courses is different from the more traditional routes. Students don't have to work alone; group interaction can often play a part, for example through teamwork. The course fosters technological and social change, and their innovation and creativity forge our future.

Through a combination of classwork and enterprise projects, students can learn and practice entrepreneurship in a real environment. Students will receive a thorough and practical understanding of the issues involved in both starting a business and fostering innovation in a corporate setting allowing them to progress into the business world or into higher education.

The popularity of the subject over recent years has meant that over three-quarters of leavers study this subject, or an associated one, at degree level. Beyond this, employers tend to look favorably on qualifications in this subject due to the skills of decision - making and evaluation that it has at its core.

Benefits of BTEC Business

- Assured progression to top universities 95% of universities in the UK accept BTEC students, including universities from the Russell Group. In 2018, over a quarter of students accepted into higher education held at least one BTEC, which is further proof that BTECs are just as respected as A Levels.
- BTEC qualifications are generally well-regarded by employers as the courses enable students to develop useful hands-on skills such as time management, communication, problem solving and planning.
- Employers value BTEC qualifications as courses are usually industry-directed, in other words they give students industry-specific knowledge and skills which makes them readily employable.
- BTECs are more practical qualifications with a focus on flexible learning and independence, which appeals to those who find traditional teaching methods and exams difficult. **Pearson BTEC Level 3 BTEC Business**

Title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Certificate in Business	180 GLH Equivalent in size to 0.5 of an International A Level . Two mandatory units of which one is assessed using a Pearson Set Assignment. Mandatory content (100 %).	An introduction to the business sector through applied learning that supports progression to higher education. This qualification can form part of a programme of study that includes other vocational or general qualifications.
Pearson BTEC International Level 3 Subsidiary Diploma in Business	360 GLH Equivalent in size to one International A Level . At least four units of which two are mandatory and at least one is assessed using a Pearson Set Assignment. Mandatory content (50%).	A broad basis of study for the business sector. Designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels
Pearson BTEC International Level 3 Foundation Diploma in Business	5 10 GLH Equivalent in size to 1.5 International A Levels . At least six units of which four are mandatory and at least two are assessed using a Pearson Set Assignment. Mandatory content (52%).	Designed as a one- year, full - time course, covering the fundamentals in the business sector, which supports progression to a work- based learning qualification in the business sector, or to a further year of study at Level 3. It supports progression to higher education if taken as part of a programme of study that includes other BTEC International Level 3 qualifications or International -A Levels.

BTEC MUSIC

'Candidates develop skills through studying a combination of set works and music of choice. The aim is for candidates to learn to listen to Music with increasing insight. They will need to develop musical and contextual understanding, aural perception and musical literacy, as well as ability to respond personally to Music in their own words.'

Qualifications

The BTEC Level 3 Certificate is a qualification which can extend a learner's programme of study and provide vocational emphasis. The BTEC Level 3 Certificate is broadly equivalent to one GCE AS Level. The BTEC Level 3 Certificate is also suitable for more mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment. The BTEC Level 3 Subsidiary Diploma offers greater flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one GCE A Level. The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment they wish to.

Possible careers related to this

- ✓ Music producer
- ✓ Recording artist.
- ✓ Music Education .Radio Broadcast Engineer.
- ✓ Digital Audio Editor Recording Studio
- ✓ Manager.
- ✓ Sound Designer.

Teachers to contact:

Mr E. Kisali

Exam board: Pearson

Further info: Edexcel

Website

SUBSIDIARY DIPLOMA IN MUSIC

The BTEC Level 3 Subsidiary Diploma offers greater flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one GCE A Level. The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment that they wish to enter. Content in BTEC Music Production covers:

- Development of music or music production skills
- Management of projects
- Self-analysis and reflection
- Understanding of musical elements
- Appreciation of the music industry and their future role in it
- The ability to present themselves and their achievements effectively

Pearson BTEC Level 3 Subsidiary Diploma in Music Production

The Pearson BTEC Level 3 Subsidiary Diploma in Music Production consists of 360 guided learning hours. It includes two learning modules which are divided into three units. One unit is mandatory and the other two are optional. Learners must complete the mandatory assessment unit and achieve a Pass grade or above in at least two assessment units.

ASSESSMENT

All units are internally assessed in the BTEC qualifications in this specification. All assessment for the BTEC qualifications in this specification is criterion referenced, based on the achievement of specific learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- ✓ To achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- ✓ To achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria.
- ✓ To achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.
- ✓ Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

What further study can I undertake in this subject?

These BTEC qualifications are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs. NOS form the basis of National Vocational Qualifications (NVQs).

The Pearson BTEC Level 3 Nationals in Music and Music Technology relate to the following NOS: Cultural Venue Operations Live Events and Promotion Music Business (Record Labels)

Other subjects that complement Music:

Media, Drama, Literature, Sports.

BTEC SPORTS

BTEC Sports provides an introduction to learners who want to build a career in sports. Possible paths could include exercise and fitness, coaching and leadership, sports development and the outdoors. The specification offered is BTEC International Sports Level 3 Subsidiary Diploma

The BTEC International Level 3 in Sport developed in partnership with Liverpool Football Club includes a range of pathways and qualifications.

International Sport Business and Management pathway

International Sport Fitness Instructing and Personal Training pathway

International Sport pathway

International Sports coaching and development pathway

International Sports facilities operations and management pathway

TEACHER TO CONTACT:

Mr. Eleazar Ombima and Ms. Zoyler Simuyu

MORE INFORMATION: <https://qualifications.pearson.com/en/qualifications/btec-international-level-3/sport.coursematerials.html#filterQuery=Pearson-UK:Category%2FInternal-assessments>

ASSESSMENT

Assessed by a series of assignments that is set. Learners will complete them through their course either individually or in groups and will produce evidence for each assessment criterion.

Collecting Assessment Evidence

Evidence for assessment may be generated through a range of activities including workplace assessment, role play and presentation. Learners should be encouraged to take responsibility for their own learning and achievement, considering industry standards for behaviour and performance. Evidence submitted needs to adhere to internal and Edexcel Grading.

Every assessment should give learners the opportunity to target all appropriate criteria e.g. P1, M1 and D1 are all linked to one another and learners should be the opportunity to meet them all by completing the assignments given. In order to achieve a Merit, learners need to achieve all the Pass and Merit for that unit. For Distinction learners need to achieve all the criteria.

Subjects that compliment BTEC Sports are: BTEC IT, BTEC Business and Enterprise, BTEC Media, Geography and Biology

BTEC PERFORMING ARTS



Are you interested in?

1. Performing
2. Directing
3. Writing
4. Creating your production
5. Working with professional theatre practitioners and industry professionals

Do you excel in?

1. Team work?
2. Leading a team?
3. Working creatively?
4. Public speaking / presenting?
5. Working independently?
6. Motivating yourself and others?

Then a performing arts BTEC qualification could be for you!

Some of the things to look forward to:

- Working with theatre practitioners
 - Visits to a variety of Theatre shows
 - Visits to any theatre or arts festival (dependent on availability)
 - Possible collaboration with other students from overseas schools.
 - Visit overseas
1. Ready to push and challenge yourself?
 2. Build self-confidence?
 3. Challenge and nurture your creative side?

Course Layout and assessment

All units are internally assessed with Pass, Merit and Distinction levels awarded. The Four grading domains include:

- ✓ Application of knowledge and understanding.
- ✓ Development of practical and technical skills
- ✓ Personal development for occupational roles
- ✓ Application of skills
- ✓ Mixture of practical and coursework-based assessment.

COURSE OVERVIEW

Level 3 certificate – 30 credits = 1 AS level 180 guided learning hours. One mandatory unit plus optional units.

Level 3 Subsidiary Diploma -60 credits = 1 A-level. 360 guided learning hours. One mandatory unit.

Level 3 Diploma – 120 credits = 2 A-levels. 720 guided learning hours. Three / four mandatory units plus optional.

The range of optional units mean that students have the freedom to explore sections of the course that appeal to their talents and interests and therefore engage and motivate individuals to succeed.

We are also able to offer: Musical theatre / physical theatre / dance pathways to accommodate each students' particular talents.

CAREER PROSPECTS

A **performing arts qualification** will of course set you up for work in the creative arts and performance industry. With many students going on to University or Drama school to further study Drama and Performance courses such as the ones below.

- Drama
- Drama and Applied Theatre
- Theatre Arts
- Musical Theatre
- Stage management and directing
- Drama and Dance
- Drama and English and many more

Teacher to Contact: Ms. C. Imalingat

As part of the introduction of the BTEC Performing Arts course at Greensteds International School - we are planning a KS5 trip, in collaboration with art, music and media. This trip will allow us to work with industry professionals in the aforementioned fields and gain a deeper understanding of international theatre and arts. This qualification can also stand you in good stead for a University application / career in a variety of different sectors as the skills you learn and self-confidence you build are universal in the world of work and many employers will be impressed. Some industries / degrees that require dynamic, confident and creative individuals who are able to work well under pressure and have impeccable teamwork and public speaking skills are: Law Business / business studies English literature International development Teaching Public relations Social work Nursing and many more The **range of optional units** mean that students have the freedom to explore sections of the course that appeal to their **talents and interests** and therefore **engage and motivate individuals to succeed**. We are also able to offer Musical theatre / physical theatre / dance pathways to **accommodate each students' particular talents**.

The mandatory units will vary depending on the year/ strand of Performing Arts you are taking. Some of the mandatory units you may take include: Performing to an audience, Principles of acting, Developing physical theatre, Performance workshop, Performing arts business, Historical context of performance and Rehearsing for performance

OPTIONAL UNITS:

Each student is required to complete a range of optional units in order to make up the total of credits needed to pass the course. The student and teacher will work together to decide on which units are best suited to individual students in a capacity that allows them to achieve and succeed. Some units will have a requirement of a minimum number of students; therefore, units are not guaranteed until consultations with all students have taken place. Some of the optional units offered on this course include (but are not limited to) Devising plays, Theatre in education, Theatre for children, Classical theatre performance, Contemporary theatre performance, Musical theatre performance, Contemporary theatre performance, Performing with masks, Developing voice for actor, Auditions for actors, Principles of acting, Applying acting styles, Drama improvisation, The practice of Directing for theatre, Script writing, Storytelling as performance, Stand-up comic technique, Developing styles in clowning, Developing physical theatre, Applying physical theatre, Dance performance, Choreographing dance, Site-specific performance, Voice and the actor, Special subject investigation, Marketing for the performing arts, Arts in the community

BTEC INFORMATION TECHNOLOGY-IT

POSSIBLE CAREERS STEMMING FROM BTEC IT

Software Engineer/Developer, Web/Content Developer, Mobile Apps Developer, Computer games developer, Programmer, Computer Networks and Systems Administrator, IT Systems Support, Cyber Security.

Teachers to contact: Mr. Gitonga

Exam board: Pearson **Further info:** Pearson /Edexcel website

Other subjects that complement IT: BTEC in Business Studies,
Media complements very well with BTEC in IT

BTEC IT teaches the following:

- ✓ Knowledge and skills needed in the industry
- ✓ Understanding the online world and the impact it has on business, moviemaking, gaming, animation, social networking, mobile applications, and web design and cyber security.
- ✓ Developing technical skills by learning about hardware, software, networking and data and the relationship between them all
- ✓ Independent and team work skills.

Unit Name	Status	Guided Learning Hours (GLH)	Level
Unit 1: Information Technology Systems – Strategy, Management and Infrastructure	Mandatory	120	3
Unit 6: Website Development	Mandatory	60	3
Unit 4: Programming	Optional	60	3
Unit 17: Digital Animation and Effects	Optional	60	3

Unit 1: Information Technology Systems – Strategy, Management and Infrastructure

On completion of this unit a learner should:

- Explore how IT infrastructure meets the needs of organisations and their stakeholders
- Understand how organisations make use of data and information

Develop policies for the use of IT within an organization

Unit 6: Website Development

On completion of this unit a learner should:

- a) Understand the principles of website development
- b) Design a website to meet client requirements
- c) Develop a website to meet client requirements.

Unit 4: Programming

On completion of this unit a learner should:

- a) Examine the computational thinking skills and principles of computer programming
- b) Design a software solution to meet client requirements
- c) Develop a software solution to meet client requirements.

Unit 12: Technical Support and Management

On completion of this unit a learner should;

- a) Examine the IT system support and management needs and characteristics of different organisations, which are essential to their operation
- b) Carry out routine support and management activities on IT systems
- c) Develop a plan to support and manage a new IT system using industry standards and methods.

Unit 17: Digital Animation and Effects

On completion of this unit a learner should:

- a) Investigate the purpose and characteristics of digital animations and effects that are an important part of communication
- b) Design a digital animation and effects product to meet a client brief
- c) Develop a digital animation and effects product to meet a client brief.

ASSESSMENT

All units are **internally assessed** in the BTEC qualifications in this specification.

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

- To achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- To achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- To achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'

What further study can I undertake in this subject?

- ✓ Bachelor of Business Information Technology
- ✓ Bachelor of Computer Information Technology
- ✓ Bachelor of Arts (BA) in Computer Science
- ✓ Bachelor of Applied Science (B.A.Sc.) in Computer Science
- ✓ Bachelor of Computer Security in Computer Science
- ✓ Bachelor of Computing in Computer Science Bachelor of Engineering (BEng) in Computer Science
- ✓ Bachelor of Science in Engineering (Computer Science) – BSE (CS)
- ✓ Bachelor of Science (BSc or BS) in Computer Science (BSc CS or BSCS or BSc (Comp))
- ✓ Bachelor of Science in Information Technology

BTEC MEDIA

BTEC International Level 3 Creative Media

Creative Media spans a broad range of specialisms and purposes, but all practitioners in the creative industries work to enrich or improve the world around us. Before entering the industry, creative practitioners need to explore and refine different interrelated creative media practices in order to develop technical and communication skills and build confidence for producing outcomes to meet a need or fulfil a purpose.

AS – Year 12

Selected work must be clearly recorded and organised, and prepared for assessment. It should be presented in the most appropriate format to reflect the qualities of the work in either a physical or digital/online portfolio. Portfolios of work and outcomes may also be presented in a final exhibition.

Types of evidence could include:

- physical work/artefacts (physical outcomes should be presented where relevant, especially where they are large-scale, three-dimensional and/or require interaction)
- scans and photographs
- written annotation/commentary
- presentations
- audio recordings
- video files/clips
- planning and research documents/files and links.

For *A1: Skills Development*, you will explore key fundamentals of media practice, learning how skills are integrated and connect to generate developed outcomes. For *A2: Responding to a brief*, Pearson will set a Pearson Set Assignment that will have a vocational scenario and allow you to demonstrate the skills you have developed.

A2 – Year 13

A2: Responding to a brief Overview

In the media industry, creative practitioners respond to briefs from clients to produce creative work. Understanding client needs requires an ability to work within specific constraints to create work that meets their needs and the needs of an audience. By developing these skills, learners will appreciate how work is created for a purpose and how working within the constraints of briefs can pose challenges, but also opportunities. Learners will have 90 hours to complete the Pearson Set Assignment. Timings are suggested:

- 60 hours for investigation and development (which can include time in class and self-directed study)
- 15 hours for the personal response(s)
- 15 hours for the portfolio.

ASSESSMENT

	Assessment unit	Assessment objectives
Year 12 – AS Level	A1: Skills Development 270 GLH	<ol style="list-style-type: none"> 1. A1.1 Explore and develop investigation skills for informing ideas 2. A1.2 Explore and develop problem solving skills 3. A1.3 Explore and develop creative technical skills 4. A1.4 Explore and develop professional skills and behaviours 5. A1.5 Explore and develop communication skills
Year 13 – A2 Level	A2: Responding to a Brief 90 GLH	<ol style="list-style-type: none"> 1. A2.1 Inform ideas to develop a response to a brief 2. A2.2 Use problem solving to develop a response to a brief 3. A2.3 Use technical skills to develop a response to a brief 4. A2.4 Use professional skills to develop a response to a brief 5. A2.5 Use communication skills to develop a response to a brief

What further study can I undertake in this subject?

The Pearson BTEC International Level 3 Nationals in Creative Media Production relates to the Skillset National Occupational Standards for: Animation, Broadcast Journalism, Camera operation, Design for the Moving Image, Stage directing, Editing, Interactive Media and Computer Games, Lighting for Film and Television, Multimedia and Print Journalism, Photo Imaging, Production Design, Production (Film and Television), Publishing, Radio Content Creation, and Sound engineering.

Other subjects that complement Media: English Language, Drama, Literature, BTEC Music, BTEC IT, BTEC Art & Design and BTEC Business.

Possible careers related to this subject: Journalism, Public Relations, Marketing, Communications, Advertising, Media Studies, Film Studies, International Relations, Graphics & Design, TV Production, Radio Production, Animations and other related fields of study.

Teachers to contact:

Mr. Omotto, Mr. Okang'a and Ms. Ashioya

Exam board: Pearson

Further info: <https://qualifications.pearson.com/en/qualifications/btec-international-level-3/creative-media.html>



GREENSTEDS INTERNATIONAL SCHOOL – SIXTH FORM

Name of student:

Year 12: 2023

6th Form Option Choices

You are required to pick a maximum of **FOUR** subjects.

For some students it may be more appropriate to pick just 3 subjects.

Key dates

October 2022 - return indicative subject choices list to tutors. Once we have your chosen subjects, we will build the options blocks to enable as many students as possible to study the subjects they wish to.

April 2023 - Option blocks will be shared with you after the Mock examinations

June 2023 - You will be asked to choose subjects from Options blocks after your IGCSE exams in June.

You can select a maximum of **three** BTEC subjects. All BTECS's will be studied at equivalent of AS in year 12 and full A Level in Year 13. In Business you can choose to do one or two.

You are required to pick one subject from each block to create your timetable.

For some students it may be more appropriate to pick 3 option subjects.

Each subject has 7 lessons per week which will be a combination of single and double lessons.

Option A	Option B	Option C	Option D
Chemistry	Physics	Biology	Maths
BTEC Media	Psychology	BTEC Music	BTEC Sport
Literature	BTEC Business(1)	BTEC IT	BTEC Business(2)
French	History	Economics	BTEC Art & Design
	Geography		

Chosen subjects

Subject A	Subject B	Subject C	Subject D

In addition to these subjects, you will also have the following every week:

PE – 2 lessons Headmasters

Project – 1 lesson

Study Periods – 3 lessons (if studying 4 subjects; 10 if studying 3)

PSHE/ Careers/ University applications – 1 lesson



Year 12 2023/2024

Please find below a table for you to fill prior to the admission to inform and guide you and the school in the final option choices. You should indicate your previous academic results so that we can see what subjects you took and grades achieved. It is important that you make suitable AS/A level option choices.

Subject	Grade achieved	Level eg IGCSE

Name of student: Student Signature:

Parent Signature..... Date:.....