

# SIXTH FORM PROSPECTUS

## 2024-2025



مدرسة أوريكس العالمية



# ORYX

## INTERNATIONAL SCHOOL, DOHA

Support | Values | Community | Engagement | Achievement

[www.oryxschool.qa](http://www.oryxschool.qa)

## Table of Contents

Welcome to Oryx International School .....	2
<b>Entrance to Sixth Form at Oryx International School.....</b>	<b>2</b>
Choosing subjects.....	3
Point system for accessing universities / colleges.....	4
Pathway to university .....	6
Enrichment opportunities.....	7
Tracking student progress.....	8
Personnel.....	9
Careers advice & guidance .....	10
Facilities.....	11
Expectations.....	12
Expectations.....	13
Art & Design.....	14
Biology continued.....	17
Business.....	18
Chemistry.....	19
Chemistry continued .....	20
Design & Technology Product Design.....	21
Drama .....	22
Drama continued.....	23
Economics .....	24
English literature.....	25
French .....	26
Geography.....	27
History .....	28
Information Technology.....	29
Mathematics.....	30
Further Mathematics.....	31
Music.....	32
Physical Education .....	34
Physics.....	35
Psychology.....	36
Spanish.....	37

## Welcome to Oryx International School

Oryx International School provides a unique educational experience for our Sixth Form students. With the support of our qualified professional team who will help prepare our students, in the two years under their care, for life after school. We are committed towards supporting and guiding each student for their next stage of life, from choosing their future career to their preferred university.

Sixth Form is the first stage in preparing for life after school and as such, students are expected to have a high degree of independence and self-motivation; to have excellent attendance and behavioural records; and to contribute meaningfully towards the school community. Our students will enjoy a more flexible timetable, further leadership opportunities and enrichment programmes, a personal tutor, their own Sixth Form common room and specialised study room facilities with their own kitchen, and a unique Sixth Form uniform.

Our Head of Sixth Form will provide our students with the support and career guidance required to help them make the best choice about their future career and university decisions, while our specialist Sixth Form tutors will encourage and support students throughout the year.

**As this is a two-year course, students must enroll in Year 12.**

## Entrance to Sixth Form at Oryx International School

Candidates joining Sixth Form may be in Year 11 at Oryx International School or attending other schools. Entrance to our Sixth Form is not automatic. All students will need to meet the following minimum criteria:

- Students must have passed at least five subjects at grade 5 or above at I/GCSE (or equivalent) to access our pathways successfully, including English and mathematics.
- Students will be required to sit an assessment in English if they have not archived grades in I/GCSE in English. If students do not demonstrate a high level of English, they will not be admitted to Sixth Form.
- All students will sit a CAT4 assessment
- All students, regardless of results, will attend an interview with the Head of Sixth Form and/or the Head of Secondary to agree courses of study and to sign the Sixth Form agreement.
- If you are applying to join Oryx International School, please go to our admissions page on the website and complete all required application procedures.  
[www.oryxschool.qa/admissions](http://www.oryxschool.qa/admissions)

## Choosing subjects

The key to success in Sixth Form starts with choosing the right subjects to study.

Students should choose subjects where they achieved at least a 6 (B) in their International I/GCSE examinations. In some individual cases, students obtaining a 5 (high C) may be permitted to study that subject in Sixth Form, at the discretion of the Head of Secondary. To study the sciences and mathematics, students must have achieved a 9, 8, or 7 (A\*, A or high B) at I/GCSE.

A 7 is the minimum entry requirement to progress to A level mathematics and science subjects. However, it is beneficial to have achieved a higher grade at I/GCSE in these subjects. Further it is assumed that in most cases candidates for any A level will have studied their subject at I/GCSE level.

Students who have not achieved a 5 (C) in English and / or mathematics could still be eligible to enter Sixth Form but will be required to re-sit these in Year 12, regardless of the subjects they choose to study, as this is part of the Qatar Equivalence Leaving Certificate.

Students who have a low command of English will not be admitted into Sixth Form, as their chances of success would be very limited.

New subjects will also be available to students. These will be offered to students who possess the appropriate skills and knowledge, from other previous subjects, to be successful in these new subjects.



## Point system for accessing universities / colleges.

As a standard University College Admissions Service (UCAS), A levels are awarded 'UCAS Points'. These are used to set the entrance criteria for courses at some universities.

**Most universities in the UK will accept only the top 3 A Level grades.**

### UCAS Points Equivalence Table: A Levels

A Levels	AS Levels	UCAS Points
		112
		104
		96
		80
		64
A*		56
A		48
B		40
C		32
D		24
	A	20
E	B	16
	C	12
	D	10
	E	6

Oryx International School students will apply to attend universities in many different countries. The requirements for each country, and each university, will vary. School staff will assist with applications. However, **it is incumbent upon parents and applicants to familiarise themselves with the specific obligations of each application, both in terms of university processes and subsequent visa or residence requirements.** Each university application is considered as being from an individual and as such the school can provide guidance, but submission is completed by the candidate. We appreciate the support of parents in this matter and encourage you to be involved in the research and application processes from the start.

Due to the international nature of our students (multiple nationalities, resident in Qatar, applying to various countries) it is highly likely that universities will require evidence of English proficiency. In some cases a I/GCSE pass in English is sufficient. In other cases a separate IELTS or TOEFL qualification may be required. Applications to the USA will require evidence of SAT scores. Applicants requiring SAT or English proficiency evidence over and above A level provision will be responsible for securing this themselves. The school can provide guidance and recommendation of local suppliers for candidates applying to the USA or jurisdictions and universities where English proficiency requires further certification.

## A Level examinations

Throughout the course of Year 12 and 13, students will be working towards A Levels. These are official examinations that prove a student has successfully completed this stage of secondary education. A level examination is managed by various government approved organisations in the UK. Oryx International School is an approved examination centre for one of the biggest examination boards. Pearson Edexcel International Examinations. The exams are marked on a 7-point scale from A\* to U.

## UCAS Points Equivalence Table: A Levels

International A Levels (IAL)	A Levels
Modular assessments:  Module exams in Year 12 and 13. Exams in January and May/June of each year.	Linear assessments:  End of course exams in Year 13. Exams in May/June of Year 13.

**Please note:** All A Level examination incur additional costs not included in school fees.

## Examination schedule

The majority of A Level exams take place in January, May and June of Year 12 and Year 13, while some exams do take place in March and April of the same year. Parents must not plan any holidays during these periods, individual exam timetables will be distributed to students in Term 1 for January examinations and Term 2 for summer examinations.

Once students have sat their final exams in Year 13, they do not need to attend school. However, they can continue to work in school throughout the day in preparation for higher education.

Students taking IAL modular examinations during the course will be considered for study leave as required.

There will be **optional study leave** to allow students to study at home if they prefer to do so.

We recommend that students come in to school to study during examinations and work in class or in the study room, which gives them access to their teachers if required. Teachers will be available to assist students as they will continue as per normal timetabled lessons.

### Please note:

*Parents should not plan any holiday breaks during January, May and June and can expect examinations to run into the beginning of July. These dates are set by external (UK) examination boards, not by the school.*



## Pathway to university

### Pathway 1 - A Level

At OIS, students will study FOUR A Level subjects in Year 12. In Year 13, students may drop one A-Level subject if they find the course too demanding or wish to focus on the required subjects for their specific university course. The majority of students follow this pathway (4 A level in Year 12, drop to 3 A levels in Year 13) University offers one almost exclusivity mode on 3 A levels outcomes

Universities (via UCAS – University and College Admissions Service) in the UK will only accept the top **THREE** A Level results. A Levels are accepted all over the world as entrance to universities and higher education institutions.



## Enrichment opportunities

Alongside the academic curriculum, we offer enrichment opportunities, which will challenge Sixth Formers to develop aspects of their character that are not catered for within standard academic education.

Opportunities include:

- Duke of Edinburgh Award
- School service in a department of their choice
- Debating, public speaking and giving TEDx presentations to peers and younger students
- Visiting lecture programmes
- Careers library and consultation services
- Leadership opportunities including Sixth Form Committee and Student Conferences
- A programme of External Guest Speakers
- Access to our Distance Learning programme connecting to universities and schools across the world
- Visiting local and satellite universities in Doha (e.g. UK, Canada, and America)

## Committees and student leadership

To develop skills and leadership within our Sixth Form students there will be a range of student led committees and leadership posts in the school.

- Head Boy and Head Girl
- Deputy Head Boy and Deputy Head Girl
- Student Prefects Leadership Team
- House Captains
- Student Council
- Common Room Committee
- Meeting and Buddy System



## Tracking student progress

In Sixth Form, a great deal of emphasis is placed upon independent study and the Learning Resource Centre plays an important role in this. The Centre helps students prepare for higher education and beyond when traditional class support structures are reduced and unsupervised research becomes more important.

At the start of all students are given their flight path 'chances graph' formulated through a nationally recognised process. This is an accurate way of predicting what a student could be expected to achieve given their previous performance and general educational awareness.



Student effort, attendance and performance are tracked daily. The key focus is on assisting the student to attain a suitable working pattern that facilitates their progress and enhances their ability to manage their workload and interests.

It is vital that students learn to work independently and know how and where to access information. Communication between teachers and parents and viceversa is welcomed at every stage, either informally or by way of meetings and reports.

## Personnel

Each student is assigned a **Personal Tutor** who will guide them through the process of examination preparation and entries, personal statements and applications for university and other pathways beyond school. Students will meet with their tutor every day and on a one-to-one basis once per week to ensure that there are no outstanding issues affecting progress or personal development. All Sixth Form students will have access to career information, guidance and assistance with university choices, e.g. via Unifrog.

The **Head of Sixth Form** will have an overview of the curriculum and enrichment programmes. S/he will track attendance and progress, arrange for intervention and support where necessary, liaise with parents and outside support agencies and will coordinate the work of all the staff involved with our Sixth Form provision to ensure each student receives individual support and guidance.

The Assistant Head of Secondary will ensure that all students entering Sixth Form follow the correct choices of subjects suitable for their own personalised programme of study. S/he will work with the pastoral staff in advising students about subject choices and their programme of study, taking into account existing attainment, tracking data and student aspirations.

The Vice Principal of Secondary will ensure that all necessary resources are available for Sixth Form in order to support the advanced programmes of study at A Level. He will also lead and guide the senior and specialist staff through quality assurance to ensure the highest quality of provision.

The Executive Principal will ensure that Sixth Form provision is appropriate for the students at OIS and that we are providing the highest quality post-16 education available in Doha.



## Careers advice & guidance

Applying for university or college and deciding on which career to pursue is a key aspect to life in Sixth Form. The staff and Careers Officer work together to provide the best possible outcome for each student's career path. Students will be invited to workshops, open days and visiting university exhibitions to assist with their application decisions. Students should start working on their personal statements, researching universities and the entry requirements of the courses they would like to attend, in Year 12.

Students use various online application systems to apply for universities and colleges around the world. Whilst some use direct applications methods, such as Oxford and Cambridge, others use country specific websites; e.g. UK - UCAS, US - CommonApp, Canada - OUAC and The Netherlands - Studielink, are a few examples. If students at any time require assistance or do not understand the required procedures, they can make an appointment with the Careers Officer to discuss these further.

## Researching universities and courses

Whilst we will assist students in choosing appropriate universities to apply to and course/s for their continued studies after leaving school, it is incumbent upon parents and students to research for themselves, the requirements and time scales for entry to particular universities and courses. University systems around the world have different requirements, which you need to be clear about before commencing Year 12, for example, some will require SATS and/or an English proficiency certificate such as IELTS or TOEFL in place of or in addition to, A Level English. We recommend you start this process in Year 11. Students will be supported and guided by Sixth Form pastoral staff during the application process.

Here are some useful websites for your information to get you started. You can also search on our programme 'Unifrog' what's provides access to resources to each student with a username and password. Please speak to your children regarding the login for "Unifrog."

- **Entrance requirements to universities around the world**  
<https://www.mastersportal.com/articles/1941/how-to-applyto-universities-worldwide-and-tips-for-being-acceptedin-2019.html>
- **Course finder for UK universities**  
<https://university.which.co.uk/courses>

## Facilities

As part of our school community, our sixth formers have access to all the facilities one would expect from a five-star school, and more. Most of the specialist Sixth Form facilities are located on the top floor of the Secondary Buildings C and D. These include dedicated and shared resources such as a:

- Careers library
- Sixth Form study centre
- Sixth Form common room
- Sixth Form lecture theatre
- Break out study rooms
- Distance learning room
- Learning resources centre
- Robotics laboratory
- ICT and Mac suites
- Music rooms
- Recording studio
- Student radio station facilities
- Drama black box
- Art rooms with 2 kilns
- Fitness centre
- Swimming pool
- Sports centre
- Full sized G4 football pitch
- Tennis and basketball courts
- Auditorium
- Dance studio.





## Expectations

### What you can expect from us:

- To provide qualified and experienced teaching staff.
- To provide dedicated facilities.
- To ensure your learning needs are identified and addressed.
- To provide support to enable you to succeed.
- To provide a safe and secure environment.
- To ensure that your tutor meets with you regularly, to discuss your progress in relation to your targets.
- To ensure that your tutors meet with your parents, once a term to discuss your progress as above.
- To provide a wide range of teaching strategies to support your learning.
- To assist with implementing a supervised study programme in the event that a student is finding their courses too difficult.
- To provide leadership opportunities.
- To provide after school activities for extended learning and further development.
- To provide access to all Sixth Form facilities to ensure you attain your targets.
- To enter you for examinations as long as you have reached satisfactory levels of attendance and effort in your courses.
- To provide career guidance.
- To provide university guidance.
- To assist and provide reference for admissions in higher education and employment applications.
- To be able to discuss any concerns you have about your studies with your tutor.



## Expectations

### What we expect from you:

- To have a high degree of independence and self motivation.
- To behave with maturity and be excellent role-models to the younger students.
- To work to your full potential.
- To complete all class work and coursework assigned to you by your various teachers.
- To work with dedication to meet your targets.
- To use your extra study periods effectively.
- If your grades slip, to work with your tutor and support any extra work or supervised study provided to you.
- To have excellent attendance and behaviour records.
- To be punctual for registration and lessons, attendance is compulsory. The minimum attendance is 95%, this will be reflected on your final report.
- To inform your tutor and teaching staff if you are going to be absent e.g. Medical appointment or if you are sick. A note is required from your parents.
- To contribute meaningfully to the school community.
- To be an ambassador to the school at all times.
- To respect the Sixth Form study and common room facilities, failure to do so will result in students being banned from using these areas.
- To get involved in After School Activities, enrichment programmes offered, the house system, leadership opportunities, school events and work with the younger year groups.
- To wear the correct Sixth Form school uniform, this is a compulsory requirement.
- To provide any relevant information to the examination office.
- To assist and provide any relevant requirements for university or college applications to the career counsellor.



For general school information, please go to our Parent Zone on our website:  
<https://oryxschool.qa/parent-zone>

# Art & Design

## Course outline

This qualification can be followed through the Art and Design (9FAO) Fine Art (Specialism at Oryx International) Fine Art explores practical and critical/contextual work through a range of processes and media. Students are required to develop practical and theoretical knowledge and understanding of: Relevant materials, processes, technologies and resources. How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts. How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts. Fine art may be created to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or preconceptions. It can also be used to explore personal and cultural identity, society and how we live, visual language, and technology. Fine Art allows us to consider and reflect on our place in the world, both as individuals and collectively.

## Assessment objectives

<b>A Level</b>	Externally assessed Written examination: 1 hour and 30 minutes   Availability: May and June.
<b>AO1</b>	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
<b>AO2</b>	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. 10 hours sustained focus under examination conditions.
<b>AO3</b>	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
<b>AO4</b>	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.





## Course Structure

### *Component 1*

Personal Investigation (Coursework)

Internally set, assessed by the teacher and externally moderated.  
60% of the total qualification.

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes.

The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification.

### *Component 2*

Externally Set Assignment (Exam work)

Externally set, assessed by the teacher and externally moderated.

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, refine ideas towards producing personal resolved outcomes in response to an externally set theme.

15-hour practical exam period to produce final outcomes of their externally set assignment.



# Biology

## Course outline

The Pearson Edexcel International Advanced Subsidiary in Biology and the Pearson Edexcel International Advanced Level in Biology are modular qualifications. The Advanced Subsidiary can be claimed on completion of the International Advanced Subsidiary (IAS) units. The International Advanced Level can be claimed on completion of all the units (IAS and IA2 units). The content is relevant for students who have achieved a GCSE in Biology and who want to study this subject at a higher level. The content covers the major topics in biology, including biological molecules, diet, transport, health, cells, development, biodiversity, conservation, energy, the environment, microbiology, immunity, respiration, the internal environment, coordination and gene technology.

## Our approach

Learners will develop their knowledge and understanding of biology by applying the concepts in this specification to a range of different problems, set in a variety of contexts. Students will need to apply mathematical skills to the problems. Learners will also develop their practical skills. This specification includes 18 core practical activities, which is the minimum number of practical activities that students will carry out.

## Course details

IAS	Externally assessed Written examination: 1 hour and 30 minutes Availability: January, June and October.
<b>Unit 1</b>	<b>Molecules, Diet, Transport and Health</b>
	<ul style="list-style-type: none"> <li>• Molecules; Transport and Health</li> <li>• Membranes, Proteins, DNA and Gene Expression.</li> </ul>
	80mrks 40% of IAS, 20% Of IAL.
<b>Unit 2</b>	<b>Cells, Development, Biodiversity and Conservation</b>
	<ul style="list-style-type: none"> <li>• Cell Structure, Reproduction, Development</li> <li>• Plant Structure and Function, Biodiversity and Conservation</li> </ul>
	80mrks 40% of IAS, 20% Of IAL.
<b>Unit 3</b>	<b>Practical Skills in Biology I</b>
	Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study Units 1 and 2.
	50mrks 20% of IAS, 10% Of IAL.



## Biology continued

### Course details and Assessment criteria

IA2	Externally assessed Written examination: 1 hour and 30 minutes Availability: January, June and October.
<b>Unit 4</b>	<b>Energy, Environment, Microbiology and Immunity</b>
	<ul style="list-style-type: none"> <li>• Energy Flow, Ecosystems and the Environment</li> <li>• Microbiology, Immunity and Forensics.</li> </ul>
90mrks 40% of IAS, 20% Of IAL.	
<b>Unit 5</b>	<b>Respiration, Internal Environment, Coordination and Gene Technology</b>
	<ul style="list-style-type: none"> <li>• Respiration, Muscles and the Internal Environment</li> <li>• Coordination, Response and Gene Technology</li> </ul>
90mrks 40% of IAS, 20% of IAL.	
<b>Unit 6</b>	<b>Practical Skills in Biology II</b>
	Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study Units 1, 2, 4 and 5.
50mrks 20% of IAS, 10% Of IAL.	

### Career prospects

IAS will lead to careers in Biology and Biology related studies.

IA2 will lead to progress from this qualification to a range of different, relevant academic or vocational higher education qualifications, for example a degree in biology or in a related subject, including marine biology, natural science and anatomy, or equivalent qualifications such as BTEC Higher Nationals, employment and further training.



# Business

## Course outline

The Pearson Edexcel International Advanced Subsidiary in Business and the Pearson Edexcel International Advanced Level in Business are modular qualifications. The aims and objectives of this qualification is enable students to:

- Develop an enthusiasm for studying business.
- Gain a holistic understanding of business in a range of contexts.
- Develop a critical understanding of organisations and their ability to meet society's needs and wants.
- Understand that business behaviour can be studied from a range of perspectives.
- Generate enterprising and creative approaches to business opportunities, problems and issues.
- Be aware of the ethical dilemmas and responsibilities faced by organisations and individuals.
- Acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis.
- Apply numerical skills in a range of business contexts.

## Course details and Assessment criteria

Year 12	Students will be assessed through a 2-hour written examination for each unit, set and marked by Pearson.
<b>Unit 1</b>	<b>Marketing and People</b>
	Meeting customer needs , The market, Marketing mix and strategy, Managing people and Entrepreneurs and leaders.
	50% of the total IAS, 25% of the total IAL.
<b>Unit 2</b>	<b>Managing Business Activities</b>
	Planning a business and raising finance, Financial planning, Managing finance, Resource management and External influences.
	50% of the total IAS, 25% of the total IAL.
Year 13	Students will be assessed through a 2-hour written examination for each unit, set and marked by Pearson.
<b>Unit 3</b>	<b>Business Decisions and Strategy</b>
	Business objectives and strategy, Business growth, Decision-making techniques, Influences on business decisions, Assessing competitiveness and Managing change
	50% of the total IA2, 25% of the total IAL.
<b>Unit 4</b>	<b>Global Business</b>
	Globalisation, Global markets and business expansion, Global marketing and Global industries and companies (multinational corporations).
	50% of the total IA2, 25% of the total IAL.

## Career prospects

Having successfully completed the IAL Business course, this would provide you with excellent grounding to enable further progression to higher education. Employment options will include becoming investment banking, finance, and banking, and management positions.

# Chemistry

## Career prospects

The Pearson Edexcel International Advanced Subsidiary in Chemistry and the Pearson Edexcel International Advanced Level in Chemistry are modular qualifications. The Advanced Subsidiary can be claimed on completion of the International Advanced Subsidiary (IAS) units. The International Advanced Level can be claimed on completion of all the units (IAS and IA2 units). The content is relevant for students who have achieved a GCSE in Chemistry and who want to study the subject at a higher level. The content covers the major topics in chemistry, including molar calculations, structure and bonding, energetics, rates, equilibria, Group chemistry, transition metals and a range of organic chemistry; as well as associated experimental skills.

Our approach: Learners will develop their knowledge and understanding of chemistry by applying the concepts in this specification to a range of different problems, set in a variety of contexts. Students will need to apply mathematical skills to the problems. Students will also develop their practical skills. This specification includes 16 core practical activities, which is the minimum number of practical activities that students will carry out; however we will be doing more than this number.

## Course details and Assessment criteria

IAS	Externally assessed Written examination
<b>Unit 1</b>	<b>Structure, Bonding and Introduction to Organic Chemistry</b>
	<ul style="list-style-type: none"> <li>• Formulae, Equations and Amount of Substance</li> <li>• Atomic Structure and the Periodic Table</li> <li>• Bonding and Structure</li> </ul>
	<p>Written examination: 1 hour and 30 minutes (80 marks) 40% of the total IAS, 20% of the total IAL</p> <p>This paper has two sections:</p> <ul style="list-style-type: none"> <li>• Section A: multiple choice questions</li> <li>• Section B: mixture of short-open, open-response and calculation questions</li> </ul>
<b>Unit 2</b>	<b>Energetics, Group Chemistry, Halogenoalkanes and Alcohols</b>
	<ul style="list-style-type: none"> <li>• Energetics</li> <li>• Intermolecular Forces</li> <li>• Redox Chemistry and Groups 1, 2 and 7</li> <li>• Introduction to Kinetics and Equilibria</li> <li>• Organic Chemistry: Alcohols, Halogenoalkanes and Spectra</li> </ul>
	<p>Written examination: 1 hour and 30 minutes (80 marks): 40% of the total IAS, 20% of the total IAL</p> <p>This paper has three sections:</p> <ul style="list-style-type: none"> <li>• Section A: multiple choice questions</li> <li>• Section B: mixture of short-open, open-response, calculations and extended-writing questions</li> <li>• Section C: contemporary context question</li> </ul>
<b>Unit 3</b>	<b>Practical Skills in Chemistry I</b>
	Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study Units 1 and 2.
	Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study Units 1 and 2.
	<p>Written examination: 1 hour and 20 minutes (50 marks): 20% of the total IAS, 10% of the total IA.</p> <p>This paper may include short-open, open-response and calculation questions.</p>



## Chemistry continued

### Course details and Assessment criteria cont.

IA2	Externally assessed Written examination
<b>Unit 4</b>	<b>Rates, Equilibria and Further Organic Chemistry</b>
	<ul style="list-style-type: none"> <li>• Kinetics</li> <li>• Entropy and Energetics</li> <li>• Chemical Equilibria</li> <li>• Acid-base Equilibria</li> <li>• Organic Chemistry: Carbonyls, Carboxylic Acids and Chirality</li> </ul>
	<p>Written examination: 1 hour and 45 minutes (90 marks): 40% of the total IA2, 20% of the total IAL</p> <p>This paper has three sections:</p> <ul style="list-style-type: none"> <li>• Section A: multiple choice questions</li> <li>• Section B: mixture of short-open, open-response, calculations and extended-writing questions</li> <li>• Section C: data or calculation question</li> </ul>
<b>Unit 5</b>	<b>Transition Metals and Organic Nitrogen Chemistry</b>
	<ul style="list-style-type: none"> <li>• Redox Equilibria</li> <li>• Transition Metals and their Chemistry</li> <li>• Organic Chemistry: Arenes</li> <li>• Organic Nitrogen Compounds: Amines, Amides, Amino Acids and Proteins</li> <li>• Organic Synthesis</li> </ul>
	<p>1 hour and 45 minutes (90 marks): 40% of the total IA2 20% of the total IAL</p> <p>This paper has three sections:</p> <ul style="list-style-type: none"> <li>• Section A: multiple choice questions</li> <li>• Section B: mixture of short-open, open-response, calculations and extended-writing questions</li> <li>• Section C: contemporary context question</li> </ul>
<b>Unit 6</b>	<b>Practical Skills in Chemistry II</b>
	<p>Students are expected to develop further the experimental skills and the knowledge and understanding of experimental techniques that they acquired in Units 1 and 2 (tests for anions and cations, gases and organic functional groups) by carrying out a range of practical experiments and investigations while they study Units 4 and 5.</p>
	<p>Written examination: 1 hour and 20 minutes (50 marks): 20% of the total IA2, 10% of the total IA</p> <p>This paper may include short-open, open-response and calculation questions.</p>

### Career prospects

Doctor, Analytical chemist, Biotechnologist, Chemical engineer, Clinical scientist, Forensic scientist, Nanotechnologist, Pharmacologist, Research scientist (physical sciences), Scientific laboratory technician, Toxicologist.



# Design & Technology Product Design

## Course outline

During Year 12 and 13 students will use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values. Students will learn to acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

## Course content

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

- be open to taking design risks, showing innovation and enterprise while considering their role as responsible designers and citizens;
- develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world;
- develop the capacity to think creatively, innovatively and critically through focused
- research and exploration of design opportunities arising from the needs, wants and values of clients/end users;
- develop an in-depth knowledge and understanding of materials, components and
- processes associated with the creation of products that can be tested and evaluated;
- be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology.

## Assessment criteria

The Pearson Edexcel Level 3 Advanced GCE in Design and Technology (Product Design) consists of one externally-examined paper and one non-examined assessment component. Note: This is a linear course with the examination and non-examined assessment being completed in Year 13.

Component 1: Principles of Design and Technology is a written examination lasting 2 hours 30 minutes and contributes to 50% of the qualification. The paper includes calculations, short-open and open-response questions, as well as extended writing questions focused on: · analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others and · analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts.

Component 2: Independent Design and Make Project is a non-examined assessment. The investigation report is internally assessed and externally moderated. Students will produce a substantial design, make and evaluate project which consists of a portfolio and a prototype. The portfolio will contain approximately 40 sides of A3 paper (or electronic equivalent).

## Career prospects

This qualification supports progression to a range of job opportunities in the design, manufacturing or engineering sectors at a variety of levels. Career prospects in these areas include; product designer, manufacturing, interior design, CAD/CAM, architecture and engineering. Learners should always check the entry requirements for degree programmes with specific higher education providers.



# Drama

## Course outline

The Drama and Theatre Studies course provides the opportunity to study a range of play texts, theatrical practitioners and dramatic theory from the perspective of director, designer, performer and critic. The course provides you with the knowledge and understanding of the language of drama and theatre, enabling you to use this to inform and develop your performance skills, as well as become an expert in analysing, questioning and justifying both your own ideas and those of others.

## What is involved?

The course demands practical, creative and analytical skills in equal measure. You will extend your ability to work with scripted drama and theatre for performance. You will also be required to write in detail about your drama; developing your ability to justify your practical exploration in structured coursework notes. The course will involve devising theatre as well as directing yourself in either a monologue or a duologue, as well as studying practitioners, plays and playwrights in detail.

## Course details and Assessment criteria cont.

IAL	Non-examination assessments
<b>Component 1</b>	<b>Devising (*Component Code: 9DR0/01)</b>
	<ul style="list-style-type: none"> <li>• Devise an original performance piece.</li> <li>• Use one key extract from a performance text and a theatre practitioner as stimuli.</li> <li>• Centre choice of text and practitioner.</li> <li>• Performer or designer routes available.</li> </ul>
	<p>AO1, AO2 and AO4 are assessed. 40% of the qualification, 80 marks</p> <ul style="list-style-type: none"> <li>• Internally assessed and externally moderated.</li> <li>• There are two parts to the assessment:</li> </ul> <p>1) A portfolio (60 marks, 40 marks assessing AO1 and 20 marks assessing AO4), the portfolio submission recommendations are:</p> <ul style="list-style-type: none"> <li>- can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12–14 minutes or - can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes).</li> </ul> <p>2) The devised performance/design realisation (20 marks, assessing AO2).</p>
<b>Component 2</b>	<b>Text in Performance (*Component Code: 9DR0/02)</b>
	<ul style="list-style-type: none"> <li>• A group performance/design realisation of one key extract from a performance text.</li> <li>• A monologue or duologue performance/design realisation from one key extract from a different performance text.</li> </ul> <p>Centre choice of performance texts.</p> <ul style="list-style-type: none"> <li>• Centre choice of performance texts.</li> </ul>
	<p>Assessment overview - 20% of the qualification, 60 marks</p> <ul style="list-style-type: none"> <li>• AO2 is assessed.</li> <li>• Externally assessed by a visiting examiner or filmed and marked.</li> <li>• Group performance/design realisation: worth 36 marks.</li> <li>• Monologue or duologue/design realisation: worth 24 marks.</li> </ul>

## Drama continued

### Course details and Assessment criteria cont.

IAL	Written examination
<b>Component 3</b>	<b>Theatre Makers in Practice (*Paper Code: 9DR0/03)</b>
<ul style="list-style-type: none"> <li>• Live theatre evaluation – choice of performance.</li> <li>• Practical exploration and study of a complete performance text – focusing on how this can be realised for performance.</li> <li>• Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience.</li> <li>• Centre choice of over 15 texts and eight practitioner styles.</li> </ul>	
<p>2 hours 30 minutes (80 marks): 40% of the qualification</p> <p>Section A: Live Theatre Evaluation - 20 marks, assessing AO4.</p> <ul style="list-style-type: none"> <li>• Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement.</li> <li>• Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.</li> </ul> <p>Section B: Page to Stage: Realising a Performance Text - 36 marks, assessing AO3.</p> <ul style="list-style-type: none"> <li>• Students answer two extended response questions based on an unseen extract from the performance text they have studied.</li> <li>• Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.</li> <li>• Students answer from the perspective of a performer and a designer.</li> </ul> <p>Section C: Interpreting a Performance Text - 24 marks, assessing AO3.</p> <ul style="list-style-type: none"> <li>• Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text.</li> <li>• Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.</li> <li>• Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.</li> </ul>	

### Career prospects

If you are considering a career in the performing arts industries, studying drama at this level will provide you with an excellent level of experience in performance skills. However, the Edexcel Drama and Theatre Studies qualification will give you a firm grounding in far more than just acting. The high level of analytical theory and the detailed studying of practitioners, text and performance will put you in the informed position of the director; expressing your opinions and justifying your ideas. Successful Drama students go on to read subjects such as Law, English, History, Journalism, Business Studies and Psychology at university. A wide range of careers from teaching to management, business to politics all rely on the core elements of presentation, leadership, creativity and decision making that are intrinsic to the Drama and Theatre Studies course.

# Economics

## Course outline

Edexcel International A Level Economics is a two year course comprising of four units. All Units are assessed through examination. Two units will be covered in Year 12 and two units will be covered in Year 13. Each unit is worth 25% of the final A Level mark.

## Course details and Assessment criteria cont.

Economics	
<b>Unit 1</b>	<b>25% of the qualification</b>
Topics covered in Unit 1 include introductory concepts and the study of supply, demand, consumer behaviour, market failure, price determination and Government intervention in markets. The assessment will be a mix of multiple-choice answers, short answer questions, a significant five part (longer) question, including data analysis and an essay.	
Written examination lasting 1 hour and 45 minutes One essay question, data analysis question, short answer questions and multiple choice questions.	
<b>Unit 2</b>	<b>25% of the qualification</b>
Topics covered in Unit 2 include Aggregate demand (AD) and Aggregate supply (AS), measuring economic performance, economic growth, national income and Macroeconomic objectives and policies. The assessment structure is very similar to Unit 1.	
Written examination lasting 1 hour and 45 minutes One essay question, data analysis question, short answer questions and multiple choice questions.	
<b>Unit 3</b>	<b>25% of the qualification</b>
Topics covered in Unit 3 include analysing types and sizes of business, assessing revenue, cost and profit, studying labour market and market contestability and more in-depth study of Government intervention. Assessment is based on two essays, analysing data in longer answers and multiple-choice questions.	
Written examination lasting 2 hours Two essay questions, data analysis question, short answer questions and multiple choice questions.	
<b>Unit 4</b>	<b>25% of the qualification</b>
Topics covered in Unit 4 include poverty and inequality, looking at the causes and effects of globalisation, the role of the state in macroeconomics, studying trade and the global economy, balance of payments, exchange rates and international competitiveness and studying developing and emerging economies and developed economies. Assessment is focused on essays and shorter answers involving data analysis and multiple-choice questions.	
Written examination lasting 2 hours Two essay questions, data analysis question, short answer questions and multiple choice questions.	

## Career prospects

Economics is a blend of mathematics, business studies and business and governmental analytics. Economists work in banking, the civil service, for governments and corporations. Economics is a good A level in conjunction with the subject courses of geography, mathematics, science, history, English and psychology

## English literature

### Course outline

The Edexcel International A Level in English Literature is designed as a two-year course. The course requires the study of six texts. An Anthology / History Boys or A Streetcar Named Desire / The Great Gatsby / Great Expectations / two texts of candidates own choice – one fiction and one non-fiction. Externally assessed (100%).

### Course details and Assessment criteria

IAL English Literature	
<b>Unit 1</b>	<b>Post-2000 Poetry and Prose – 25% of the qualification</b>
<ul style="list-style-type: none"> <li>• A selection of post-2000 poetry from Poems of the Decade: An Anthology of the Forward Books of Poetry 2002– 2011.</li> <li>• One post-2000 prose fiction text from a choice of five texts. The chosen text is The Kite Runner</li> </ul>	
<ul style="list-style-type: none"> <li>• Written open book examination lasting 2 hours.</li> <li>• Two essay questions about both texts.</li> </ul>	
<b>Unit 2</b>	<b>Drama – 25% of the qualification</b>
<ul style="list-style-type: none"> <li>• One pre-1900 drama text from a choice of five. The chosen text is Shakespeare’s Othello.</li> <li>• One post-1900 drama text from a choice of five. The chosen text is Arthur Miller’s Death of a Salesman.</li> </ul>	
<ul style="list-style-type: none"> <li>• Written open book examination lasting 2 hours.</li> <li>• Two essay questions about both texts.</li> </ul>	
<b>Unit 3</b>	<b>25% of the qualification</b>
<ul style="list-style-type: none"> <li>• One post-1900 unseen poetry</li> <li>• Two prose fiction texts, from a choice of three texts, covering one theme (choice of four themes).</li> </ul>	
<ul style="list-style-type: none"> <li>• Written open book examination lasting 2 hours.</li> <li>• One essay question on a post-1900 unseen poem.</li> <li>• One comparative essay question, from a choice of two, on their two chosen texts from their chosen theme. 2 hour paper.</li> </ul>	
<b>Unit 4</b>	<b>Shakespeare and Pre-1900 Poetry - 25% of the qualification</b>
<ul style="list-style-type: none"> <li>• One Shakespeare text from a choice of four.</li> <li>• One specified collection of pre-1900 poems from one literary movement, from a choice of three.</li> </ul>	
<ul style="list-style-type: none"> <li>• Written open book examination lasting 2 hours.</li> <li>• One essay question from a choice of two on the chosen Shakespeare text.</li> <li>• One essay question from a choice of two on their chosen movement.</li> </ul>	

### Career prospects

It enables access to university courses. Careers in Media, Law, Education or Journalism amongst many other careers can be pursued.

# French

## Course outline

Over the two-year A Level course, students will study seven key topic areas for approximately one term per topic:

- A: Youth.
- B: Lifestyle and health.
- C: Travel.
- D: Education.
- E: Society in the French-speaking world.
- F: Technology in the French-speaking world
- G: Ethics in the French-speaking world

## Course details

Lessons will develop the four skill areas of speaking, listening, reading and writing. Students will be supported and encouraged to use the language for genuine communication and as creatively as possible.

## Assessment criteria

<b>Year 12</b>	
<b>Unit 1</b>	<b>5% of qualification</b>
Externally assessed spoken exam - 8 mins.	
<b>Unit 2</b>	<b>35% of qualification</b>
Section A: Listening Section B: Reading Section C: Writing 240 – 280 words.	
<b>Year 13</b>	
<b>Unit 3</b>	<b>15% of the qualification</b>
Externally assessed spoken exam - 11-13 mins.	
<b>Unit 4</b>	<b>35% of the qualification</b>
Section A: Listening Section B: Reading Section C: Writing 300 – 400 words on an important cultural topic (novel/film/geographical theme/historical theme).	

## Career prospects

Language graduates have a vast array of career opportunities open to them in all fields, thanks to the wide range of skills developed through learning a foreign language. There are exciting opportunities often involving travel abroad in both higher education and in various careers. The opportunity to study and work in France is a very real one in today's world. Many partnerships exist between French universities and universities from every corner of the globe, meaning one-year, or one-term, student exchanges are now common. French, Swiss, Belgian and other francophone businesses regularly need competent French/English speakers to help in their operations abroad. Equally, international companies need this combination for their operations in France, Belgium, Switzerland, Canada, the Caribbean, as well as in emerging African economies. Because French is the major language in so many regions of the world, it has therefore also become the major language (with English) in the EU as well as one of only six official languages at the UN.

# Geography

## Course outline

Geography is an ideal subject for developing a full range of skills. You will be:

- Encouraged to develop your knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole.
- Develop an in-depth understanding of the selected geographical patterns, processes and issues in physical and human geography at a range of temporal and spatial scales, and of the concepts that illuminate their significance in a range of locational contexts.
- Develop your investigative approaches to explore geographical questions and issues.

There will be a focus on improving your ability to make geographical decisions by applying your knowledge, understanding and skills with a real-world focus. Fieldwork is an integral part of the course and this will help you to develop the skills of organising your own time, and working and co-operating with others. All these skills are transferable and will help you to make progress in other subjects. They are also skills that are highly valued by employers, and will be useful in the world of work. You will be able to recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how they underpin understanding of some of the key issues facing the world today. You will become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies.

## Course details and Assessment criteria

Year 12 - This qualification is 100% externally assessed and has a modular structure, with exams in January and June.			
<b>Unit 1</b>	<b>Global challenges</b>	<b>Unit 1</b>	<b>Geographical Investigations</b>
World at risk and Going global		Crowded Coasts and Urban problems, planning and regeneration	
(60% of IAS or 30% of IAL). Examination of 1 hour and 45 minutes, consisting of two sections. The questions are a mixture of short-answers data-response and longer/guided essay questions on either World at Risk or Going Global.		(40% of IAS or 20% of IAL) Examination of 1 hour and 30 minutes, consisting of three sections. The questions are a mixture of short-answer, data-response and open-ended questions.	
Year 13 - This qualification is 100% externally assessed and has a modular structure, with exams in January and June.			
<b>Unit 3</b>	<b>Contested Planet</b>	<b>Unit 4</b>	<b>Researching Geography</b>
Atmosphere and Weather Systems, Biodiversity Under Threat, choose either Energy Security or Water Conflict and choose either Superpower Geographies or Bridging the Development Gap.		Choose either - Tectonic Activity and Hazards, Feeding the World's People, Cultural Diversity: People and Landscapes or Human Health and Disease.	
(60% of IAS or 30% of IAL). Examination of 2 hours, consisting of three sections. The questions are a mixture of longer/guided essay questions and data response/essay questions.		(40% of IAS or 20% of IAL) Examination of 1 hour and 30 minutes. Students will be given a list of questions based on the four options. Students will select and answer one question that relates to the option they have studied.	

## Career prospects

Geography ensures students are well placed to contribute to the scientific and political debates regarding the world in which we live. Students learn an excellent range of transferable skills that enable them to be successful across a range of professions. Employment opportunities include Journalism, Media, Law, Engineering, Business Management, ICT, Environmental Management, Teaching, Economic Planning, Marketing, Leisure and Recreation and Tourism.

# History

## Course outline

The aims and objectives of these qualifications in History are to enable students to develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance.

They will acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate. It will build on their understanding of the past through experiencing a broad and balanced course of study.

The students will improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds. Students will develop the ability to ask relevant and significant questions about the past and to research them and acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional. They will develop their use and understanding of historical terms, concepts and skills and make links and draw comparisons within and/or across different periods and aspects of the past. They will organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

## Course details and Assessment criteria

Year 12 - 50% of the total IAS or 25% of the total IAL			
<b>Unit 1</b>	<b>Depth Study with Interpretations</b>	<b>Unit 1</b>	<b>Breadth study with source evaluation</b>
Choose one of the following options: France in Revolution (1774-99), Russia in Revolution (1881-1917), Germany (1918-1945) or Britain (1964-1990).		Choose one of the following options: India (1857-1948) The Raj to Partition, China (1900-76), Russia (1917-91) From Lenin to Yeltsin or South Africa (1948-2014).	
Students must answer two 25-mark essay questions from a choice of four. Essay questions assess understanding of the period in depth (AO1) and the ability to analyse and evaluate historical interpretations (AO3).		Students answer two questions: one from Section A and one from Section B. A source booklet is provided for Section A. Section A comprises one compulsory question in two parts, which assesses the ability to analyse and evaluate two sources (AO2). Section B comprises a choice of three essays, which assess understanding of the period in depth (AO1).	
Year 13 - 50% of the total IA2 or 25% of the total IAL			
<b>Unit 3</b>	<b>Thematic study with source evaluation</b>	<b>Unit 4</b>	<b>International study with historical interpretation</b>
Choose one of the following options: The USA, Independence to Civil War, 1763-1865, The British Experience of Warfare, 1803-1945, Germany: United, Divided and Reunited, 1870-1990, Civil Rights and Race Relations in the USA, 1865-2009.		Choose one of the following options: The Making of Modern Europe 1805-71, The World in Crisis 1879-1945, The World Divided: Superpower Relations, 1943-90, The Cold War and Hot War in Asia, 1945-90.	
Students answer two questions: one from Section A and one from Section B. A source booklet is provided for Section A and comprises of one compulsory essay, which assesses source analysis and evaluation skills (AO2). Section B comprises a choice of two essays, which assess the ability to evaluate the significance of historical explanations of the period in breadth (AO1).		Students answer two questions: one from Section A and one from Section B. A source booklet is provided for Section A. Section A comprises one compulsory question, which assesses the ability to evaluate contrasting interpretations of the period studied (AO1) and (AO3). Section B comprises a choice of two essays, which assess understanding of the period in depth (AO1).	

## Career prospects

Successful completion of the International A level History course allows students to become independent thinkers, who are good communicators and able to articulate sound judgements. It provides a sound basis for a number of other avenues. Employment opportunities include but are not exclusive to: Journalism, Archaeology, Media, Law, Politics and International Relations.



# Information Technology

## Course outline

The Pearson Edexcel International Advanced Subsidiary in Information Technology and the Pearson Edexcel International Advanced Level in Information Technology are modular qualifications. You will develop your knowledge and understanding of information technology by applying the concepts and solving a range of different problems that include a variety of contexts. You will develop your practical skills, particularly in coding for the web and databases. This qualification consists of four externally-examined units. The International Advanced Level consists of the two IAS units (Unit 1 and Unit 2) plus two IA2 units: Units 3 and 4.

## Course details and Assessment criteria

Year 12			
Unit 1	You will be assessed through a 2-hour written examination. 50% of total IAS, 25% of total IAL	Unit 2	You will be assessed through a 3-hour examination, including practical and theoretical questions. 50% of total IAS, 25% of total IAL
Topic 1	Hardware and software	Topic 7	Understanding the functionality of HTML
Topic 2	Networks	Topic 8	Understanding the functionality of CSS
Topic 3	The online environment	Topic 9	Understanding the functions of Javascript
Topic 4	IT systems	Topic 10	Designing web pages
Topic 5	Data and databases	Topic 11	The semantic web
Topic 6	Wider issues.		
Year 13			
Unit 3	You will be assessed through a 2-hour written examination, set and marked by Pearson. 50% of total IA2, 25% of total IAL	Unit 4	You will be assessed through a 3-hour examination, including practical and theoretical questions. 50% of total IA2, 25% of total IAL
Topic 12	Hardware and software	Topic 16	Data and databases
Topic 13	Networks	Topic 17	Understanding the functionality of HTML
Topic 14	The online environment	Topic 18	Understanding the functionality of CSS
Topic 15	IT systems	Topic 19	Understanding the functions of Javascript

## Career prospects

Having successfully completed the IAL Information Technology course, this would provide you with excellent grounding to enable further progression to higher education. Future careers could include Computer Engineer, Software developer, Games developer, Network manager, Website/APP developer, Security analyst or Games/Software tester.

# Mathematics

## Course outline

During Year 12 and year 13 students will continue to study topics from the main mathematical areas: Algebra and functions, coordinates and geometry, proof, trigonometry, differentiation, integration, sequences and series, exponentials and binomial expansion. The aims of the Mathematics Department at Oryx International School relate to all year groups but are especially relevant to those students in Year 11 who may be considering taking Mathematics at A level after GCSE:

- 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
- extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems
- develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
- recognize 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
- use mathematics as an effective means of communication
- 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
- 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.

## Course outline

IAS (Year 12) - Each unit is externally assessed through a 90-minute examination worth 75 marks (per unit)

The International Advanced Subsidiary qualification in Mathematics (AS level) is taught in Year 12 and consists of three externally examined units: Pure Mathematics 1, Pure Mathematics 2 and Statistics 1.

IAL (Year 13) - Each unit is externally assessed through a 90-minute examination worth 75 marks (per unit)

The International Advanced Level qualification in Mathematics (A level) is completed in Year 13 and consists of six externally examined units: Pure Mathematics 1, Pure Mathematics 2 and Statistics 1 from Year 12 plus Pure Mathematics 3, Pure Mathematics 4, and Mechanics 1 (studied in Year 13).

Students will be required to show their application of Mathematics and their choice of skills in a variety of practical and investigational problems within these assessments.

## Career prospects

International Advanced Level qualifications enable successful progression to higher education courses in mathematics and many other subjects and to employment.

# Further Mathematics

## Course outline

Mathematics is a very popular subject at Oryx International School.

We have the majority of students taking the subject at A Level. We follow the Edexcel specification.

## Methods of Study

A typical lesson is classroom based, with some traditional teaching, some groupwork and discussion, some time spent working through questions and some time looking at applications of core maths concepts to real-life problem solving. Further Maths will have 6 hours of lessons per week. Students will be given 8 hours for homework for Further Maths outside the classroom to encourage them to learn independently. Teacher support is always available with regular revision sessions and a thriving student mentoring scheme.

## Assessment criteria

A Level Mathematics students will be assessed as follows:

Year 12 - Pure Mathematics 1, Pure Mathematics 2, Pure Mathematics 3, Pure Mathematics 4, Statistics 1 and Mechanics 1.

Year 13 - A Level Further Mathematics students will sit six 1½ hour papers in Further Pure Mathematics 1, Further Pure Mathematics 2, Further Pure Mathematics 3, Statistics 2, Mechanics 2 and Decision Mathematics 1.

## Carrer prospects

A Level Mathematics and Further Mathematics can open doors. Throughout the Mathematics programme, students are encouraged to think logically, practically and analytically. These fundamental Maths skills are useful across all kinds of disciplines and careers. A-level Mathematics and Further Mathematics is a good choice for students considering higher education in any Science or Maths-based course, ranging from: computer science, biochemical sciences, natural sciences, engineering, medical sciences and psychology to statistics, economics, accountancy, management and actuarial science.

Career opportunities for students who study Mathematics include:

Computer science, industry, accountancy, finance, economics, insurance, healthcare, medicine, veterinary science and engineering.

## Entry requirements

To take Further Mathematics students require a grade 8 or a 9 in IGCSE Mathematics and to have completed A Level Mathematics by the end of Year 12.

# Music

## Course outline

The Pearson Edexcel Advanced Level in Music course is assessed at the end of Year 13.

The aims and objectives of this qualification is to provide students with

- A clear and coherent structure – our qualification has a straightforward structure with three engaging components, assessed through practical performances, compositions and one externally examined paper.
- A real music focus – the key content of musical elements, contents and language are taught through the Areas of Study and set work to show real examples of how these are used within different types of music.
- A holistic understanding of music – students investigate, analyse and evaluate music and its features. Building on this, and by using practical methods, they are encouraged to take a more holistic view of their knowledge, performance and compositional skills.
- Breadth and depth – the set works enable students to conduct in depth studies into different musical styles and genres, and place these within a wider context.
- Diverse musical heritage – students will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group.
- Continuous progression – the content builds on the understanding developed at KS4, avoiding unnecessary repetition while also ensuring that learners new to the subject are appropriately supported.
- Progression to Higher Education – the content allows students to develop their knowledge and skills of music, enabling them to progress into undergraduate music or music related degree courses.



## Course details

<b>Component 1: Performing</b>
Non-examined assessment: externally assessed 30% of the qualification 60 marks
<b>Assessment overview</b> <ul style="list-style-type: none"> <li>• A public performance of one or more pieces, performed as a recital.</li> <li>• Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.</li> <li>• The total performance time across all pieces must be a minimum of eight minutes.</li> </ul>
<b>Component 2: Composing</b>
Non-examined assessment: externally assessed 30% of the qualification 60 marks
<b>Assessment overview</b> <ul style="list-style-type: none"> <li>• Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.</li> <li>• One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least four minutes in duration.</li> <li>• One composition must be from a list of briefs assessing compositional technique, carrying 20 marks for this component. This composition must be at least one minute in duration, unless the brief specifies a longer minimum duration.</li> <li>• Total time across both submissions must be a minimum of six minutes</li> </ul>
<b>Component 3: Appraising</b>
Written examination: 2 hours 10 minutes 40% of the qualification 100 marks
<b>Assessment overview</b> <ul style="list-style-type: none"> <li>• Knowledge and understanding of musical elements, contexts and language.</li> <li>• Application of knowledge through the context of six areas of study, each with two set works, with the exception of Popular Music and Jazz, which has three set works.</li> <li>• Areas of Study are Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and New Directions.</li> <li>• Application of knowledge to unfamiliar works</li> <li>• One written paper of 2 hours 10 minutes, with a total of 100 marks.</li> </ul>

## Career prospects

Having successfully completed the A Level Music course will provide you with an excellent grounding to enable progression to higher education. Employment options will include becoming a professional performer, composer, recording artist as well as music production, recording, advertising and technical careers in music.

# Physical Education

## Course outline

The A level Edexcel PE qualification will further develop students' understanding of how the mind and body works in relation to performance in physical sport whilst also engaging them with key issues and themes relating to contemporary global influences on physical education. Edexcel AS and A Level Physical Education specification have been designed to ensure sensible progression of content from GCSE to A level and include similar approaches to assessment.

## Course details and Assessment criteria

The Pearson Edexcel Level 3 Advanced GCE in Physical Education consists of two externally examined papers and two non-examined assessments. Components 1 and 2 will be assessed in May/June in any single year. Components 3 and 4 may be assessed at any point during the course, with marks submitted by the centre prior to moderation. Moderation will take place in the same Year as the written examinations.	
<b>Component 1</b>	<b>Scientific Principles of Physical Education - 40% of the qualification</b>
<ul style="list-style-type: none"> <li>• Topic 1: Applied anatomy and physiology</li> <li>• Topic 2: Exercise physiology and applied movement analysis</li> <li>• Biomechanics is embedded within the content of Topics 1 and 2.</li> </ul>	
Written examination: 2 hours and 30 minutes	
<b>Component 2</b>	<b>Psychological and Social Principles of Physical Education - 30% of the qualification</b>
<ul style="list-style-type: none"> <li>• Topic 3: Skill acquisition</li> <li>• Topic 4: Sport psychology</li> <li>• Topic 5: Sport and society</li> </ul>	
Written examination: 2 hours	
<b>Component 3</b>	<b>Practical Performance (*Component code: 9PE0/O3) - 15% of the qualification</b>
<ul style="list-style-type: none"> <li>• Skills performed in one physical activity as a player/performer, or</li> <li>• Skills performed in one physical activity as a coach</li> </ul>	
Non-examined assessment: internally assessed, externally moderated	
<b>Component 4</b>	<b>Performance Analysis and Performance Development Programme - 15% of the qualification</b>
<ul style="list-style-type: none"> <li>• In the role of player/performer or coach analyse two components of a physical activity (one physiological component and either a tactical or technical component).</li> <li>• In the role of player/performer or coach analyse, implement and evaluate a Performance Development Programme</li> </ul>	
Non-examined assessment: internally assessed, externally moderated	

## Career prospects

Sports policy at local and national level, Nutritionist/dietician, Sports Psychologist, Personal trainer, Health educator and Kinesiologist.



# Physics

## Course outline

The Pearson Edexcel International Advanced Subsidiary in Physics and the Pearson Edexcel International Advanced Level in Physics are modular qualifications. The Advanced Subsidiary can be claimed on completion of the International Advanced Subsidiary (IAS) units. The International Advanced Level can be claimed on completion of all the units (IAS and IA2 units).

The content is relevant for learners who have achieved a GCSE in Physics and who want to study this subject at a higher level. It covers the major topics in physics, including mechanics, materials, waves, electricity, fields, thermodynamics, radiation, particles, oscillations and cosmology. Learners will develop their knowledge and understanding of physics by applying the concepts in this specification to a range of different problems that include a variety of contexts. Problems will require the application of mathematical skills. Learners will also develop their practical skills. The specification includes 16 core practical activities; however, we will be doing more than this number.

## Course details and Assessment criteria

IAS - All examinations are set and marked by Pearsons. Written examination: 1 hour and 30 minutes. Availability: January, June and October.	
Unit 1	Mechanics and Materials
Students will be exposed to application and advance knowledge in Mechanics and Materials which are the fundamentals of classical physics.	
Assessment: 80 marks 40% of IAS, 20% Of IAL	
Unit 2	Waves and Electricity
Students will be exposed to application and advance knowledge Waves and Particle Nature of Light, knowledge in duality of the nature of light will be studied and Electric Circuits will be studied extensively.	
Assessment: 80 marks 40% of IAS, 20% Of IAL	
Unit 3	Practical Skills
Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study Units 1 and 2.	
Assessment: 50 marks 20% of IAS, 10% Of IAL	
Unit 4	Further Mechanics, Fields and Particles
Students will be exposed to application and advance knowledge in Further Mechanics, Electric and Magnetic Fields, Nuclear and Particle Physics.	
Assessment: 90 marks 40% of IA2, 20% Of IAL	
Unit 5	Thermodynamics, Radiation, Oscillations and Cosmology
Students are expected to further develop the experimental skills and the knowledge and understanding of experimental techniques that they acquired in Units 1 and 2 by carrying out a range of practical experiments and investigations while they study Units 4 and 5.	
Assessment: 50 marks 20% of IA2, 10% Of IAL	
Unit 6	Practical Skills II
Students are expected to further develop the experimental skills and the knowledge and understanding of experimental techniques that they acquired in Units 1 and 2 by carrying out a range of practical experiments and investigations while they study Units 4 and 5.	
Assessment: 50 marks 20% of IA2, 10% Of IAL	

## Career prospects

Completion of IAS will lead to careers in physics and physics related studies. Completion of IA2 will lead to careers in physics, physics related studies, Aviation, Engineering, Architecture and Medicine.



## Psychology

A-Level Psychology is a proposed, new course and should be considered as a provisional subject at present. Psychology is the study of the human mind and behavior, offering the chance to explore unanswered questions about the brain, such as how it functions under stress, how it learns language, how it remembers facts or how mental illness can affect the way it works. Students will study a combination of classic and contemporary studies, selected to suit an international audience, and develop an understanding of social and cognitive psychology, biological psychology, learning theories and development, applications of psychology and clinical psychology, and psychological skills.

### Course outline

The International Advanced Level consists of the two IAS units (units 1 and 2) plus two IA2 units (units 3 and 4). During the course students will develop research methods and carry out practical work by using various techniques in appropriate topics. They will learn to apply psychological theory to everyday behaviour and to appreciate the variety of people's characteristics. In addition, they will learn how to analyse aspects of their own behaviour in different circumstances.

### Course details

The International Advanced Level has been designed to extend learners' knowledge by broadening and deepening skills, for example students will develop:

**Critical thinking skills:** a critical perspective on psychology by analysing the way psychological theory and research can be critically evaluated. **Self-monitoring:** ability to work autonomously, be self-motivating and self-monitoring, reflecting on psychological learning and drawing on their ability to apply concepts coherently and with reasoned logic. **Interpersonal skills:** provide opportunities for students to engage with others to discuss and debate psychological explanations of human behaviour and the issues surrounding the use of psychology within society.

### Career prospects

International Advanced Level qualifications enable successful progression to undergraduate studies, further education or employment. There are many different career options available to psychology degree holders, depending on your specializations and interests, such as; Psychologist, Psychotherapist, Social Worker, Counsellor, Educational psychologist, Human Resource Manager, Teacher, Research roles or Media roles.



# Spanish

## Course outline

Over the two-year A Level course, students will study seven key topic areas for approximately one term per topic:

- A: Youth.
- B: Lifestyle and health.
- C: Travel.
- D: Education.
- E: Society in the Spanish-speaking world.
- F: Technology in the Spanish-speaking world.
- G: Ethics in the Spanish-speaking world.

## Course details

Lessons will develop the four skill areas of speaking, listening, reading and writing. Students will be supported and encouraged to use the language for genuine communication and as creatively as possible.

## Assessment criteria

Year 12	
Unit 1	15% of qualification
Externally assessed spoken exam - 8 mins.	
Unit 2	35% of qualification
Section A: Listening Section B: Reading Section C: Writing 240 – 280 words	
Unit 3	15% of qualification
Externally assessed spoken exam - 11-13 mins.	
Unit 4	35% of qualification
Section A: Listening Section B: Reading Section C: Writing 300 – 400 words on an important cultural topic (novel/film/geographical theme/historical theme).	

## Career prospects

Language graduates have a vast array of career opportunities open to them in all fields, thanks to the wide range of skills developed through learning a foreign language. There are exciting opportunities often involving travel abroad across many continents after successful completion of A-Level Spanish. Spanish is a global language, which would give candidates an opportunity to access careers all around the world. This would include careers with Spanish companies operating globally, but also with international companies who work in Spain or Latin America. A second European language also opens up opportunities in political bodies such as the United Nations as well as creating access to study in universities from a wide range of countries. In fact, because Spanish is the major language in so many countries, it has become one of only six official languages at the UN. It is therefore important also potentially to candidates seeking careers in politics.

# University Destinations

## Europe

European University of Madrid (EUM) **Spain**  
 Centro de Estudios Universitarios **Spain**  
 International University of Sarajevo **Bosnia and Herzegovina**  
 The Paris Institute of Political Studies **France**  
 Tilburg University **Netherlands**  
 The Karlsruhe Institute of Technology **Germany**  
 Politécnica University of Madrid **Spain**  
 Touristik Union International (TUI) **England**  
 Özyeğin University **Turkey**  
 Alfonso X El Sabio University **Spain**  
 University of Navarra **Spain**  
 Maastricht University **Netherlands**  
 Charles University **Czech Republic**

## Asia

University of Doha **Qatar**  
 Nagoya University of Commerce & Business **Japan**  
 Qatar University **Qatar**  
 Ulster University **Qatar**  
 Texas A M University **Qatar**  
 Liverpool John Moores **Qatar**  
 University of Doha for Science and Technology **Qatar**  
 State University of New York **Qatar**

## UK

University of Sussex **England**  
 Cardiff University **England**  
 University of Nottingham **England**  
 SOAS University of London **England**  
 University of Salford **England**  
 Anglia Ruskin University **England**  
 Newcastle University **England**  
 University College London **England**  
 Robert Gordon University **Scotland**  
 University of Surrey **England**

## Oceania

Massey University **New Zealand**  
 University of Nottingham **Malaysia**  
 University of Newcastle (UON) **Australia**  
 Swinburne University of Technology **Malaysia**  
 Monash University **Malaysia**  
 Royal Melbourne Institute of Technology **Australia**  
 Murdoch University **Australia**

## North America

Schulich School of Business, York University **Canada**  
 Thompson Rivers University **Canada**  
 Nova Southeastern University **USA**  
 Ontario Tech University **Canada**  
 Queen's University **Canada**  
 Canadian Aviation College, British Columbia **Canada**  
 University of Toronto **Canada**  
 Brigham Young University-Hawaii **USA**

## مدرسة اوريكس العالمية





# ORYX

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### Oryx International School

#### Telephone number

+974 403 600 63

+974 403 600 85

#### Email address

reception@oryxschool.qa

Admissions@oryxschool.qa

#### Address

Mesaimmer Campus Barwa City Street, Mesaimmer, Doha, Qatar



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