

# POST 16 PROSPECTUS

## A LEVEL OPTIONS



**HORIZON INTERNATIONAL SCHOOL**



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# WELCOME

As Head of Post 16 at Horizon International School, it is my privilege to welcome you to a community where every learner is empowered to shape their own future with agency, accountability, and ambition.

Our vision is simple yet profound: to inspire young people to become confident, compassionate, and globally minded individuals who are ready to thrive in a rapidly changing world. At Post 16, students embark on an exciting journey: one filled with challenge, discovery, and opportunity. We believe in nurturing a culture where collaboration fuels creativity, determination strengthens character, and aspiration drives achievement.

Here, students do not only prepare for exams; they prepare for life. They learn to take ownership of their choices, celebrate their successes, and reflect meaningfully on their growth. Our dedicated staff work in partnership with students, families, and the wider community to ensure every student feels seen, supported, and stretched.

Together, we create an environment where curiosity is encouraged, diverse perspectives are valued, and every individual is motivated to reach beyond what they once believed possible. Choosing Horizon International School means joining a place where potential is not only recognized, it is developed. The path ahead is full of promise, and we are committed to guiding each student as they carve their unique route towards higher education, emerging careers, and purposeful lives. I warmly invite you to step forward with us, embrace the possibilities, and become part of a Post 16 journey where you can truly grow, lead, and flourish.



**Ms. Sanaa Harb**  
Head of Post 16



# CULTURE AND ETHOS

## At HIS we believe that the culture and ethos of our Post 16 sets us apart from other schools

Judged as Outstanding in our most recent British Schools Overseas (BSO) inspection and Very Good by KHDA, Post 16 at HIS is a thriving, challenging and supportive learning environment. As a small but growing Post 16, we take pride in knowing our students. This enables us to guide and support them in a personalised way whilst allowing them to take responsibility for their learning, personal growth and development.

We focus on the development of agency, accountability and adaptability and deliver workshops to Post 16 students to facilitate their development. Our Post 16 vision and development of skills 'Beyond The Horizon' emphasise how integral these concepts are to Post 16 life.

Our Post 16 offers you independence tempered by support and encouragement to allow you to meet the high expectations we have of you, and that you should have of yourself. In addition to academic study, students are encouraged to apply for formal leadership positions, to be creative with their own initiatives in contributing to the wider school community, with the aim of leaving a lasting legacy.

As role models for the entire school, professional conduct is expected at all times; this includes so much more than just how you dress – it is in the way you embody our school values in a visible way so that every person in the school and the school community sees and feels your impact.

In return for your commitment we offer dedicated and knowledgeable teachers, one-to-one careers and university admissions guidance, purposeful, dedicated Post-16 facilities and the experience of being part of a cohesive, collaborative and dynamic learning community.



HORIZON INTERNATIONAL SCHOOL

## POST-16 TIMELINE



# Beyond The Horizon



## LOCATION AND FACILITIES

At HIS we believe excellent facilities will enrich students' experience

Post 16 students have the luxury of enjoying a purpose-built Hub that is reserved for their use only.

During study periods, they are able to use a large through-space where quiet study and group work can be facilitated.

Students are required to bring their own devices and are given access to Wi-fi to support completion of work.



HORIZON INTERNATIONAL SCHOOL

### Prime location

Close to Umm Suqeim, Dubai Marina, Al Barsha, Emirates Hills and The Palm, and only 20 minutes from Arabian Ranches.

### Facilities:



Spacious science laboratories



Fully-fitted theatre



Eight-lane swimming pool



Numerous outdoor and indoor sports facilities



Dedicated Post 16 Hub with collaborative and independent learning areas



Libraries with extensive book collections

# ENTRY REQUIREMENTS



The minimum entry requirement for those wishing to join Post 16 is five GCSEs (or equivalent) at Grade 9-4, including English and Maths. However, individual subjects have their own entry requirements, which you will find overleaf. In exceptional circumstances, the application of the above criteria is at the discretion of the Head of Post 16.

## Entry to Post 16 also takes into account the following criteria:

- Evidence of a sustained and committed approach to study throughout Key Stage 4.
- Quality of a student's progress file.
- Pastoral and academic staff recommendations.
- Attendance, punctuality and behaviour records.
- Performance at interview.

## Post 16 students will be expected to:

- Demonstrate a sustained and committed approach to study throughout Year 12 and 13.
- Take responsibility for their own learning, personal and social development.
- Build upon contact hours through independent study (at least one hour for every hour of teaching received, per subject per week.)
- Maintain high standards of attendance and punctuality.
- Consistently demonstrate standards of behaviour that contribute to the ethos and culture of HIS.
- Be a positive role model for all students and make contributions to the school and wider community.



*“Teaching in Post 16 is underpinned by expert subject knowledge which enthuses and motivates students through challenging questioning and detailed feedback.”*

Principal



## CURRICULUM

Students will have the opportunity to choose 3 or 4 AS/A-Level subjects from 4 fixed option blocks. Each subject will have five lessons of teaching allocated to it per week. These qualifications will be studied alongside the core curriculum. Students will also have the additional option to complete the Project Qualification to supplement academic study and enhance students' portfolio and applications.

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

### Core Curriculum

Subject	Lessons per week	Notes
Physical Education (PE)	1-2	Not examined
Moral Education/UAE Social Studies	1	Not examined
Islamic Studies/PSHE	2	Not examined
Arabic A (Arab students)	3	Not examined

### A-Level Option Curriculum

Subject	Lessons per week	Notes
Option 1	5	Examined
Option 2	5	Examined
Option 3	5	Examined
Option 4	5	Examined
International Extended Project Qualification	2	Project based submission

**Note:** Options blocks will be published each year at the beginning of Spring Term (Year 11), to coincide with mock examination results.

## Subject-specific entry requirements

Students will typically be expected to have gained at least a GCSE grade C/5 or B/6 in the A level subjects they wish to study. However, some subjects have higher or additional requirements, see below.

Subject	Requirement	Without prior study
Art and Design (all routes)	6 in Art and Design	Yes - upon consultation with the Art Department
Biology	7 in Biology (Triple)	No
Business	6 in Business	Yes (6 in English Language required)
Chemistry	7 in Chemistry (Triple)	No
Computer Science	6 in ICT / Computer Science	No
English Literature	6 in English Literature	No
Geography	6 in Geography	No
History	6 in History	No
Mathematics	7 in Mathematics	No
Media	6 in Media	Yes (6 in English Language required)
PE	6 in PE, 6 in Biology	Yes (6 in Biology required)
Physics	7 in Physics (Triple)	No
Psychology	6 in Psychology	Yes (6 in Science and 6 in English)



# Enrichment, Enhancement, Leadership and Futures

A high priority is also placed on offering students many opportunities to enhance and enrich their education and to develop their skills holistically. Students are expected to involve themselves in the school and its wider community and as such will have opportunities to have an impact through coaching and mentoring opportunities, organisation of community and charity events and within formal roles such as the Student Executive Leadership Team and School Council.

Further to their option subjects choices and core curriculum, students will have the opportunity to work towards the International Extended Project Qualification (IEPQ) to support their preparation for further education.

Students will also continue to have full access to a wide range of internal and external extra-curricular activities, clubs, teams and opportunities to develop their skills beyond academia, these include but are not limited to, F1 in Schools, Model United Nations, Duke of Edinburgh Award, Sports Clubs/Teams (competitive and for-pleasure) as well as opportunities in Music, Theatre and the Creative Arts.



# Scholarship Opportunities

At HIS we offer a comprehensive scholarship mentoring programme, which underscores our commitment to recognising and rewarding outstanding talent and high performing students. Scholars are supported with mentoring and encouraged to make considerable contributions to school life and specifically within their scholarship field. They are provided with many opportunities to develop and master new skills, represent the school and take on student leadership roles. We empower our scholars to become change makers, making a difference for the benefit of others within and outside of our school community.

Partial scholarship offers are available for students who are able to demonstrate exceptional levels of achievement in academia, sports or creative arts.



## Additional/Supplementary Qualifications

In addition to the suite of GCSE/IGCSE qualifications offered, students also have the opportunity to gain further qualifications to enhance their experience, learn valuable skills and make them stand out from the crowd. We currently offer supplementary qualifications from LAMDA (London Academic of Music and Dramatic Arts), ABRSM (Associated Board of the Royal Schools of Music), Sports Leaders UK and The Duke of Edinburgh's International Award. Please contact the relevant departments for further information on these qualifications.

### Contact Details:

LAMDA – [kerri.west@cognita.com](mailto:kerri.west@cognita.com)

Duke of Edinburgh – [hayley.smith@cognita.com](mailto:hayley.smith@cognita.com)

ABRSM – [frances.suurd@cognita.com](mailto:frances.suurd@cognita.com)

Sports Leaders UK – [laura.treiving@cognita.com](mailto:laura.treiving@cognita.com)

The logo for LAMDA (London Academic of Music and Dramatic Arts) features the word "LAMDA" in a bold, purple, sans-serif font.



# REQUIREMENTS FOR THE SYSTEM OF EQUIVALENCY OF PRIVATE SCHOOLS CERTIFICATES

## What is Equivalency?

Equivalency (Secondary School Leaving Certificate) is a student's evidence that they have successfully completed Secondary Schooling in the UAE. Originally developed for Arabic Curriculum Schools, it is now often referred to as the 'Equivalence Certificate' because students following an alternative curriculum (such as the British Curriculum on offer at Horizon International School) can now gain the certificate having attended an international school.

## How does a student achieve Equivalency?

In order to achieve the Equivalence Certificate, the Ministry of Education specify that the following criteria are met:

- Within the British Curriculum students are expected to complete Year 13.
- Students have to achieve 5 GCSEs at Grade 4/5 or above from the list of subjects shown in the table below.
- Students have to pass 2 AS Levels at Grade D or above from the subjects shown in the table below.
- Students must pass both the Ministry of Education Arabic (Native for passport holders of Arabic countries or Non-Native for passport holders of Non-Arabic countries) and Islamic Studies (if applicable) examinations.

## Why does a student need to achieve Equivalency?

Any student who has studied in the UAE for his/her final secondary school years (Year 10 onwards) is advised to make all appropriate efforts to achieve Equivalency, unless that can answer "No" to all of the following questions:

1. Do you intend to study in the UAE after the age of 18?
2. Do you intend to study in another Arabic country after the age of 18?
3. Do you intend to work in the UAE at any point after the age of 18?

For some students, it will be their intention to study at University in a non-Arabic country. It is clear that for these students, points 1 & 2 (above) do not apply, and some students may have already decided that they intend to work overseas after finishing University. However, a student who has studied beyond Year 10 in the UAE may still be asked to produce their Equivalency certificate many years later if they choose to apply for employment in the UAE or another Arab country.

Students who do not have the Equivalency Certificate will be at a distinct disadvantage in future years when applying for employment in the UAE. Federal Law dictates that all Federal employees (ie those working in the armed forces or Ministry Departments such as Labour, Interior or Education) must have the Equivalency Certificate.

## Subjects Accepted for the Purposes of Equivalency

- |                    |                      |                |                    |              |
|--------------------|----------------------|----------------|--------------------|--------------|
| • English Language | • English Literature | • Maths        | • Science          | • History    |
| • Geography        | • Spanish            | • Art & Design | • Business Studies | • Psychology |

*In addition, Media is accepted at AS/A2 level.*

Under our current GCSE options, all students will meet the GCSE requirements for Equivalency as they will take English Language, English Literature, Maths and Science (2 GCSEs). However, as explained at the beginning of this section, the system (and the subjects accepted) are under review. We will update students and parents once the review is complete and we are made aware of the new requirements by the Ministry of Education.



# SUBJECT GUIDANCE

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# ART, CRAFT AND DESIGN

## QUALIFICATION

A Level Art, Craft and Design

## Entry requirements

Minimum required of a Grade 5 in Art at GCSE

## EXAM BOARD

Edexcel

## COURSE OVERVIEW

This course actively engages students intellectual, imaginative, creative and intuitive capabilities in Art craft and Design. It gives students understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate.

Knowledge and experience of real-world contexts and, where appropriate, links to the creative industries.

This qualification encourages students to become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques

## UNITS

### Year 12:

Skills building around various forms of Art

- Drawing
- Textiles/fashion
- Print
- 3D

Students will also study art time periods along with mature analysis of Art to help form their Essay draft in preparation for Year 13 Art Essay.

### Year 13:

Component 1 (internally set exam) Start work Example – *Sense of Place / Sense of Identity*

- Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.
- 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

- The Externally Set Assignment is released on 1 February and contains a theme and suggested starting points.
- Students have from 1 February until the commencement of the final 15-hour period of sustained focus to develop preparatory studies. (sketchbook )

## ASSESSMENT

Component 1

60% Personal study Essay + sketchbook + 15 hour (three days in school- making and creating work towards their outcome)

Component 2

40% Sketchbook + 15 hour (three days in school- making and creating work towards their outcome)

## EXTRA-CURRICULAR ACTIVITIES

Trips to museums and gallery visits.

ECA's to help support Essay and sketchbook work to build portfolio for university

## PROGRESSION

Beyond traditional career paths. The study of art grows skills highly sought after in the creative industries, positioning individuals for success in the ever-evolving landscape of contemporary professions, with AI and media. Whether pursuing a passion for fine arts or leveraging creativity in innovative fields, studying art promises many possibilities, where imagination knows no bounds with critical thinking and problem solving as well as practical skills.

# BIOLOGY

## QUALIFICATION

International AS and A2 Level

## EXAM BOARD

Oxford International AQA

## COURSE OVERVIEW

This qualification is designed to prepare the students for University. It is thoughtfully designed to expand students' understanding of biological systems and processes. The Advanced Biology course is thoughtfully structured to deepen students' appreciation for the complexity of living systems. This course includes such diverse themes like disease, ecology, biochemistry and inheritance, challenging students with a blend of ten practical activities—including enzyme analysis and photosynthesis exploration—including the use of scientific instruments like microscopes and photometers. Our curriculum is designed to develop analytical skills through varied question formats, equipping students with the critical skills necessary for higher education pursuits in biology, medicine, and dentistry, and setting the foundation for professional success in the sciences.

## UNITS COVERED

**Unit 1:** The diversity of living organisms (AS)

**Unit 2:** Biological systems and disease (AS)

**Unit 3:** Populations and genes (A2)

**Unit 4:** Control (A2)

**Unit 5:** Synoptic paper (A2)

## EXTRA-CURRICULAR ACTIVITIES

Opportunities to complete biological studies and field work. This may include working with various types of biologists such as marine biologists and look at important conservation work.

## ASSESSMENT

AS Level	Assessment	% of course
Unit 1	1 hour 30 minute exam	50% (20% of A level)
Unit 2	1 hour 30 minute exam	50% (20% of A level)
A2 Level	Assessment	% of course
Unit 3	1 hour 30 minute exam	20%
Unit 4	1 hour 30 minute exam	20%
Unit 5	1 hour 30 minute exam	20%

# BUSINESS

## QUALIFICATION

International AS and International A Level

## EXAM BOARD

Edexcel

## COURSE OVERVIEW

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

## EXAMPLE OF UNITS

**Unit 1: Marketing and people-** Meeting customer needs, The market, Marketing mix and strategy, Managing people, Entrepreneurs and leaders.

**Unit 2: Managing business activities-**Planning a business and raising finance, Financial planning, Managing finance, Resource management, External influences

**Unit 3: Business decisions and strategy-** Business objectives and strategy, Business growth, Decision-making technique, Influences on business decisions, Assessing competitiveness, Managing change

**Unit 4: Global business-** Globalisation, Global markets and business expansion, Global marketing, Global industries and companies

## PROGRESSION

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

## EXTRA-CURRICULAR ACTIVITIES

Trips and visits to marketing agencies and factories.

## ASSESSMENT

AS Level	Assessment	% of course
Paper 1	2 Hour Exam	25%
Paper 2	2 Hour Exam	25%
A Level	Assessment	% of course
Paper 3	2 Hour Exam	25%
Paper 4	2 Hour Exam	25%

## WHAT OUR STUDENTS SAY

*"Business is relevant to the real world, easily applicable to every type of organisation. It also shapes you as a person to become a more independent learner."*

# CHEMISTRY

## QUALIFICATION

International AS and A2 Level

## EXAM BOARD

Oxford International AQA

## COURSE OVERVIEW

This qualification is designed to prepare the students for University. It is thoughtfully designed to expand students' mastery of chemical principles, laying a robust foundation for university-level study in fields such as chemistry, medicine, or chemical engineering. The curriculum is divided into three core areas: Physical, Organic, and Inorganic Chemistry, reflecting the academic structure used by leading universities. Students will engage in ten essential practical activities, including the investigation of enthalpy changes, synthesis of compounds, and identification of functional groups, reinforcing theoretical knowledge through hands-on experimentation. Diverse question formats are integrated, ranging from detailed calculations to demonstrate mathematical competence, to extended writing questions that test logical reasoning and knowledge application. Additionally, the inclusion of multiple-choice questions sharpens critical thinking and time management skills, essential for academic and professional success in the sciences.

## UNITS COVERED

**Unit 1:** Inorganic 1 and Physical 1 (AS)

**Unit 2:** Organic 1 and Physical 1 (AS)

**Unit 3:** Inorganic 2 and Physical 2 (A2)

**Unit 4:** Organic 2 and Physical 2 (A2)

**Unit 5:** Practical and synoptic (A2)

## EXTRA-CURRICULAR ACTIVITIES

Opportunities to visit chemical labs and chemical engineering facilities. Also students may be given the opportunity to visit universities to see how chemistry may be taught at a higher level.

## ASSESSMENT

AS Level	Assessment	% of course
Unit 1	1 hour 30 minutes exam	50% (20% of A level)
Unit 2	1 hour 30 minutes exam	50% (20% of A level)
A2 Level	Assessment	% of course
Unit 3	1 hour 30 minutes exam	21%
Unit 4	1 hour 30 minutes exam	21%
Unit 5	1 hour 25 minutes exam	18%

# COMPUTER SCIENCE

## QUALIFICATION

AS and A Level

## EXAM BOARD

Cambridge International (CAIE)

## ENTRY REQUIREMENTS

GCSE/IGCSE Computer Science Grade 6 or above

## COURSE OVERVIEW

This course builds a strong foundation in computational thinking, understanding how computer systems operate and how solutions are developed using programming. Students will study the component parts of computer systems hardware, software, data, communication and people and apply this understanding by designing, implementing, testing and evaluating software solutions. At AS level the focus is on core principles and fundamental programming skills; at A level it progresses to advanced areas such as data structures, algorithms, programming paradigms and virtual machines.

## UNITS COVERED

### AS Level

1. Information representation
2. Communication
3. Hardware
4. Processor fundamentals
5. System software
6. Security, privacy and data integrity
7. Ethics and ownership
8. Databases
9. Algorithm design and problem-solving
10. Data types and structures
11. Programming
12. Software development

### A Level

13. Data representation
14. Communication and Internet
15. Hardware & virtual machines
16. System software
17. Security
18. Artificial Intelligence (AI)
19. Computational thinking and problem-solving
20. Further programming

## EXTRA CURRICULAR ACTIVITIES

- Coding competitions such as Hackathons
- Building projects using Raspberry Pi, Micro:bit and robotics kits
- Participating in AI & Enterprise initiatives, App development clubs and Cybersecurity workshops
- Taking part in Digital Leaders programmes and tech innovation events

## ASSESSMENT

**AS Level** (50% of the full A Level)

Paper 1: Theory Fundamentals - 1hour 30 minutes written paper, 75 marks (25% of A Level)

Paper 2: Fundamental problem-solving & programming skills - 2hour written paper, 75 marks (25% of A Level)

**A Level**

Paper 3: Advanced Theory - 1hour 30 minutes written paper, 75 marks (25% of A Level)

Paper 4: Practical - 2hour 30 minutes on-screen practical exam, 75 marks (25% of A Level)

## PROGRESSION

**This qualification provides an excellent foundation for degrees in:**

Computer Science · Artificial Intelligence · Software Engineering · Data Science · Information Systems · Cybersecurity

# ENGLISH LITERATURE

## QUALIFICATION

International AS and A Level

## EXAM BOARD

Oxford International AQA

## COURSE OVERVIEW

A-Level English Literature will encourage you to develop your interest in, and enjoyment of, literary study through reading widely and critically. It will also greatly enhance your ability to create extended essays, structuring your arguments in an academic and highly sophisticated manner. These skills are highly transferable and will aid your progress and attainment in a variety of other subjects.

This qualification approaches the reading and study of literature through the lens of genre and theory. It encourages the independent study of a range of texts within a shared context, giving logic and meaning to the way that texts are grouped for study.

The text lists for this qualification have been designed to ensure teachers have the right balance of traditional and contemporary prose and poetry. The Non-Exam Assessment (NEA) component provides opportunities for teachers to tailor the course to their students' strengths and interests.

## EXAMPLE OF TEXTS STUDIED

- **The Great Gatsby**
- **Othello**
- **A Streetcar Named Desire**
- **The Poetry of Robert Frost**
- **The Poetry of Robert Browning**
- **The Rime of the Ancient Mariner**

## UNITS AND ASSESSMENTS

### AS

**Unit 1:** Aspects of Dramatic Tragedy (2 hour exam)

**Unit 2:** Place in Literary Texts (2 hour exam)

### A-Level

**Unit 1:** Elements of Crime and Mystery (2 hour exam)

**Unit 2:** Literary Representations (NEA coursework)

# GEOGRAPHY

## QUALIFICATION

International AS and A Level

## EXAM BOARD

Oxford International AQA

## COURSE OVERVIEW

The International AS and A-level Geography provides students with an opportunity to explore core areas of geography, developing their knowledge and understanding within a framework of geographical theory and research. The content is divided equally between physical and human geography but, throughout the course, there is an emphasis on the inter-connections between the two in environmental geography.

## UNITS COVERED

### AS Level

#### Physical geography 1

**Section A:** Living with hazards

**Section B:** Coastal systems and landscapes

#### Human geography 1

**Section A:** Global systems and governance

**Section B:** Resource security

### A Level

#### Physical geography 2

**Section A:** Water, carbon and life on Earth

**Section B:** Ecosystems under stress

#### Human geography 2

**Section A:** Changing places

**Section B:** People and contemporary urban environments

### Fieldwork and geographical skills

## EXTRA CURRICULAR ACTIVITIES

Students will complete fieldwork in the local vicinity where they will collect data, and learn how to analyse it using a series of techniques.

## ASSESSMENT

AS Level	Assessment	Marks
Unit 1: Physical geography	Written exam: 1 hour 30 minutes	80 marks
Unit 2: Human geography	Written exam: 1 hour 30 minutes	80 marks
A Level	Assessment	Marks
Unit 3: Physical geography 2	Written exam: 1 hour 30 minutes	80 marks
Unit 4: Human geography 2	Written exam: 1 hour 30 minutes	80 marks
Unit 5: Fieldwork and geographical skills	Written exam: 1 hour 30 minutes	60 marks

# HISTORY

## QUALIFICATION

International A Level

## EXAM BOARD

AQA

## ENTRY REQUIREMENTS

IGCSE English, History grade 6 or above

## COURSE OVERVIEW

**Component 1: Breadth Study**

**Component 2: Depth Study**

A-Level students must take assessments in all three of the following components in the same series:

**Component 1: Breadth Study**

**Component 2: Depth Study**

**Component 3: Historical Investigation (Personal Study)**

## UNITS COVERED

**1C The Tudors: England, 1485-1603**

**2O Democracy and Nazism: Germany, 1918-1945**

## ASSESSMENT

2 AS Exams (End of Year 12)	Assessment
Unit 1: Depth Study with Interpretations	2 hours
Unit 2: Breadth Study with Source Evaluation	2 hours
2 A Level Exams (End of Year 13)	Assessment
Unit 3: Thematic Study with Source Evaluation	2 hours
Unit 4: International Study with Historical Interpretations	2 hours

## PROGRESSION

Studying History at AS or A Level provides an excellent foundation for a wide range of university degrees.

Students who complete A Level History (7042) often go on to study:

- History or Archaeology
- Politics, International Relations, or Law
- Sociology, Economics, or Philosophy
- English, Classics, or Art History

# INTERNATIONAL EXTENDED PROJECT QUALIFICATION (ADDITIONAL QUALIFICATION)

## QUALIFICATION

International Extended Project Qualification (9695) - Previously international IPQ

## EXAM BOARD

Oxford International AQA

## COURSE OVERVIEW

The OxfordAQA International Extended Project Qualification (EPQ) is a project-based qualification that students can take alongside their chosen International AS/A-levels. The qualification helps students to develop independent learning skills that prepare them for university and beyond. These skills include research, creative problem-solving and report writing.

Oxford AQA's International EPQ is based on the UK's most popular EPQ which is offered by AQA and taken by almost 40,000 students annually. This is the first to be designed specifically for international students.

The International Extended Project will develop and extend from one or more of the student's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student and agreed as appropriate by the school.

Delivery of the International Extended Project Qualification in schools will involve teaching of the necessary skills, supervision and assessment of the student's progress. It will involve extended autonomous work by the student. It will require in total 120 guided learning hours, 30 of which will be taught.

Students are required, with appropriate supervision, to:

- choose an area of interest
- draft a title, aims and objectives for formal approval by the school
- plan, research and carry out the project
- produce a project product which consists of either a written report of 5000 words or an artefact with a report of a minimum 1000 words.
- deliver a presentation to a non-specialist audience
- provide evidence of all stages of project development and production for assessment in the production log.

## Progression

- The International EPQ gives students the opportunity to stand out from the crowd in their university applications by demonstrating engagement with their chosen discipline beyond preparation for an exam.
- It has been recognised as helping students with the transition from A Levels to university level education by providing them with the skills they need to cope more effectively.

*"The University recognises that the OxfordAQA IPQ [now EPQ] will provide an applicant with the opportunity to develop research and academic skills relevant for study at Oxford. Candidates are encouraged to draw upon relevant project experience when writing their personal statement."*

*University of Oxford, 2023*

*"The Extended Project Qualification provides an excellent opportunity for students to develop the kinds of research and academic skills demanded by the rigours of Higher Education."*

*University of Southampton."*

# MATHEMATICS

## QUALIFICATION

International AS and A2 Level

### Entry Requirements:

Grade 7 GCSE/IGCSE Maths

Desirable: AQA Level 2 Further Maths

### EXAM BOARD

Pearson Edexcel

## COURSE BREAKDOWN

The International AS qualification consists of two units of Pure Maths and one unit of Applied Maths (Statistics, Mechanics or Decision) in one year, each unit assessed separately through an externally assessed exam (3 x 1.5 hours). The International A-Level qualification consists of an additional two units of Pure Maths and one additional unit of Applied Maths (Statistics, Mechanics or Decision). Again, each unit is assessed through an externally assessed exam (3 x 1.5 hours).

### Pure Mathematics Units

Unit	*Unit code:	Availability	IAS Weighting	IAL Weighting	Content Overview
P1: Pure Mathematics 1	WMA11/01	January, June and October	33⅓ %	16⅔ %	Algebra and functions; coordinate geometry in the (x,y) plane; trigonometry; differentiation; integration.
P2: Pure Mathematics 2	WMA12/01	January, June and October	33⅓ %	16⅔ %	Proof; algebra and functions; coordinate geometry in the (x,y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration.
P3: Pure Mathematics 3	WMA13/01	January, June and October	N/A	16⅔ %	Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods.
P4: Pure Mathematics 4	WMA14/01	January, June and October	N/A	16⅔ %	Proof; algebra and functions; coordinate geometry in the (x,y) plane; binomial expansion; differentiation; integration; vectors.

### Applied Mathematics Units

Unit	*Unit code:	Availability	IAS Weighting	IAL Weighting	Content Overview
S1: Statistics 1	WST01/01	January, June and October	33⅓ %	16⅔ %	Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; normal distribution.
M1: Mechanics 1	WME01/01	January, June and October	33⅓ %	16⅔ %	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.
D1: Decision Mathematics 1	WDM11/01	January and June	33⅓ %	16⅔ %	Algorithms; algorithms on graphs; algorithms on graphs II; critical path analysis; linear programming.

## PROGRESSION

Whatever you plan on doing after school, as A-Level in Maths will impress prospective employers and University admissions tutors. It shows you can think logically, accurately process information, problem solve and skillfully manipulate numbers. A-Level Maths is very often a requirement (or at least desirable) to study many courses at University. The list of careers in which Mathematics is useful is too long to fit in this space! A study from the University of Nottingham, UK, found that studying Maths at A-Level equates to an average salary rise of 11% compared to those who haven't studied A-Level Maths. No other subject attracts a wage premium in the same way.

# MEDIA STUDIES

## QUALIFICATION

Cambridge International AS & A Level Media Studies 9607

## EXAM BOARD

CAMBRIDGE INTERNATIONAL

## COURSE OVERVIEW

Cambridge International AS and A Level Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject. This is a very popular choice at A level and compliments subjects such as English, Art, Sociology, Psychology and Business Studies. This A Level is accepted by Russell Group Universities in the UK and internationally.

## UNITS COVERED

AS Level	Assessment	% of course
Component 1	Foundation Portfolio Coursework	25% of A Level
Component 2	Media Texts into Contexts written paper (2 hours)	25% of A Level
A2 Level	Assessment	% of course
Component 3	Advanced Portfolio Coursework	25% of A Level
Component 4	Critical Perspectives written paper (2 hours)	25% of A Level

We study all aspects of the Media which include, Radio, Film, Television, Advertising, Social Media, Video Games, Newspapers and Music Video. Coursework can range from briefs that ask students to create a Music Video or a shoot a short film as well as creating social media Fan sites and designing magazines. The students have access to software for all their creative work, along with the use of Green Screen, photography lighting and backdrops.

## EXTRA CURRICULAR ACTIVITIES

Trips to local venues and landmarks provide an opportunity for students to develop their technical skills. In addition, the Media documentary is a fantastic ECA for students to lead on whole school projects.

## ASSESSMENT

The coursework components are assessed by the Media Studies teachers and moderated by the Cambridge International Board and submitted at the end of April. The externally assessed, 2 hour written paper is taken each year in May, with all four components contributing to the final grade.

## Progression

Media Studies is a multidimensional subject and can open the door to an array of career paths that requires interaction or an understanding of the creative communication industries and has numerous career pathways.

- Public relations officers/marketing
- Journalists/Publishing
- Picture Editors/Schedulers/Researchers
- Games designer/Animators
- Social Media Content managers
- Runner, broadcasting/film/video
- Television/film/video producers
- Film/Music/TV Producers/Technical ops
- Media Data analysts/Regulators
- Media Lawyers
- Media accountants
- Special effects CGI designers
- Advertising/Television/News Networks creatives

# PE

## QUALIFICATION and EXAM BOARD

A Level PE - Pearson Edexcel

## ENTRY REQUIREMENTS

6 in GCSE Biology and 6 in GCSE PE

## COURSE OVERVIEW

The Edexcel A-Level in Physical Education is an academically rigorous course that develops students' understanding of how the body, mind, and society influence sport and performance. Through the study of applied anatomy and physiology, biomechanics, skill acquisition, sport psychology, and the role of sport in society, students gain a deep scientific and theoretical foundation that they apply directly to practical performance. Alongside being assessed in one chosen sport as a performer or coach, students complete a performance analysis and development programme, learning to evaluate strengths, identify areas for improvement, and plan effective training. This course is ideal for students passionate about sport who want to build strong analytical, evaluative, and performance-based skills that support progression into fields such as sports science, physiotherapy, coaching, and sport management.

## UNITS COVERED

**Topic 1: Applied Anatomy and Physiology**

**Topic 2: Exercise physiology and applied movement analysis**

**Topic 3: Skill acquisition**

**Topic 4: Sport Psychology**

**Topic 5: Sport and Society**

**Practical Performance**

**Performance Analysis and Performance Development Programme**

## ASSESSMENT

Component 1: Scientific Principles of PE	40% of A Level
Component 2: Psychological and Social Principles of PE	30% of A Level
Component 3: Practical Performance	15% of A Level
Component 4: Performance Analysis and Performance Development Programme	15% of A Level

## EXTRA CURRICULAR ACTIVITIES

- Regular sports participation
- Coaching or officiating
- Fitness training and conditioning
- Sports analysis or volunteering
- Workshops, seminars or events

## Progression

A-Level PE opens a wide range of pathways for students, both within and beyond the world of sport. The strong scientific, psychological, and analytical foundations support progression into university degrees such as sports science, physiotherapy, sport and exercise psychology, biomechanics, coaching, physical education teaching, sport management, strength and conditioning, and nutrition. The practical and evaluative skills developed on the course are also valued in careers in performance analysis, personal training, rehabilitation, sports therapy, and health and fitness industries. Beyond sport-specific fields, the course strengthens transferable skills such as communication, leadership, data interpretation, problem-solving, and critical thinking, which are beneficial for degrees and careers in education, healthcare, public services, and broader science-related disciplines. This makes A-Level PE a versatile qualification that opens doors to both specialist and multi-disciplinary future pathways.

# PHYSICS

## QUALIFICATION

International AS and A2 Level

## EXAM BOARD

Oxford International AQA

## COURSE OVERVIEW

This qualification is designed to prepare students for university study in Physics or Engineering. It is thoughtfully structured to deepen students' understanding of physical principles, providing a solid foundation for university-level study in disciplines such as physics, aerospace engineering, or materials science. The curriculum is split into distinct modules, each exploring a topic that showcases physics in practical applications, reflecting the teaching structure of Universities. Engaging in ten required practical activities, students will explore concepts such as the Young modulus of metals and investigate interference effects and transformers, solidifying theoretical concepts with experimentation. The course employs a variety of question styles, from calculations that assess mathematical skills to extended response exercises for demonstrating logical thinking and depth of knowledge. Additionally, multiple-choice questions are incorporated to enhance critical thinking and to help students refine their time management strategies, skills that are vital for thriving in a rigorous academic environment.

## UNITS COVERED

**Unit 1:** Mechanics, materials and atoms (AS)

**Unit 2:** Electricity, waves and particles (AS)

**Unit 3:** Fields and their consequences (A2)

**Unit 4:** Energy and energy resources (A2)

**Unit 5:** Physics in practice and multiple choice (A2)

## EXTRA-CURRICULAR ACTIVITIES

Opportunities to visit engineering facilities. Also students may be given the opportunity to visit universities to see how Physics may be taught at a higher level.

## ASSESSMENT

AS Level	Assessment	% of course
Unit 1	2 hour exam	50% (20% of A level)
Unit 2	2 hour exam	50% (20% of A level)
A2 Level	Assessment	% of course
Unit 3	2 hour exam	20%
Unit 4	2 hour exam	20%
Unit 5	2 hour exam	20%

# PSYCHOLOGY

## QUALIFICATION

Oxford AQA International A Level Psychology

## EXAM BOARD

Oxford International AQA

## COURSE OVERVIEW

The Oxford AQA A Level in Psychology gives an accessible and coherent topic-based approach to offer a stimulating, effective introduction to psychology. Students will have the opportunity to explore interesting psychology topics, considering both psychological theory and practical application. During their studies they will develop skills valued and expected by Higher Education and employers, including critical analysis, independent thinking and scientific research. This course offers a programme of study suitable for students from diverse backgrounds, with topics selected for their engaging content, universal relevance to human experience and appropriateness in a global context

## UNITS COVERED

### Year 1

#### UNIT 1 Written exam in January 1.5 hours

- Memory
- Social Psychology
- Psychopathology

#### UNIT 2 Written exam in May/June 1.5 hours

- Biopsychology
- Cognitive Development
- Research Methods 1

**Each Unit Has 1 Exam that is:**

**1 hour 30 mins**

**90 marks**

**50% of the (i) AS 20% of the (i) A-level**

### Year 2

#### UNIT 3 Written exam in January 1.5 hours

- Psychology of Sleep
- Schizophrenia
- Research Methods 2

#### UNIT 4 Written exam in May/June 1.5 hours

- Approaches in Psychology
- Issues & Debates
- Applied Psychology: work & the individual

**Each Unit Has 1 Exam that is:**

**1 hour 30 mins**

**90 marks**

**30% of the (i) A-level**

## Progression

Psychology is a multidimensional subject and can open the door to an array of career opportunities and pathways that requires interaction and an understanding of human behaviour such as social work, clinical/forensic/education psychology, neuroscience, teaching, advertising and marketing, healthcare, sport studies etc.

# DRESS CODE

## THE POST 16 DRESS CODE IS AS FOLLOWS:

### For Males and Females

Dark/outdoor coat (no denim or leather).  
Formal shoes (no training shoes or boots).  
No visual body piercing, except for a single pair of ear studs.  
No extreme hairstyles.

*This is a sensible, smart code and all students should follow it. We will enforce it and, if a student is dressed inappropriately, we reserve the right to send the student home to change. The Head of Post 16 will make the final decision about what is appropriate.*

### Male

Dark, tailored suit, including matching (material & colour) jacket and trousers.  
Formal shirt and tie.

### Female

Dark tailored suit, including matching (material & colour) jacket and trousers or skirt (skirt must be appropriate length).  
Formal blouse (with sleeves, opaque and not of jersey type or woollen material).



The Post 16 dress code is designed to reflect 'business dress', which is fundamental to the school's ethos and culture, including the notion of standards, quality and responsibility. School dress should be fit for the purpose of study.



# ADMISSIONS/APPLICATIONS

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**Should you wish to apply for Post 16 education at HIS, please complete an application form and return it to the Progress Leader.**

1. You will be contacted regarding your application as soon as all applications have all been processed and considered. Applicants who have met the Post 16 entry criteria will be invited for an admissions interview.
2. At this interview applicants will be asked to consider what they can offer the school, as well as what their intentions are once they leave HIS.
3. Offers of a place will be made before the end of the Spring term.
4. Successful applicants will be invited to an induction day at the end of Year 11 after their GCSE examinations.
5. Students will be required to formally enrol upon confirmation of their GCSE grades in August. We look forward to receiving your application.

**External applicants should contact our admissions department to facilitate the applications process: [registrar@hisdubai.ae](mailto:registrar@hisdubai.ae)**



# STUDENT TESTIMONIALS

*The Post-16 Hub has a welcoming, positive and supportive culture. It is a great space that encourages collaboration, independence, and a strong sense of community.*

*Post 16 Student*



*In Post 16 at HIS you are given a place to grow and people who guide you. It's where your future begins.*

*Post 16 Student*



*HIS has been a catalyst for my growth as not only a student, but as a person. The school fosters a culture of kindness, determination, and community that lasts within students beyond their educational journey*

*Post 16 Student*

# STUDENT TESTIMONIALS



*" HIS has created an environment where I have been able to thrive in all aspects of my life. I am extremely grateful to have had an opportunity to try so many new extra-curriculars which have shaped me into the person I am today.*

*Post 16 Student*

*" HIS fosters a supportive, inclusive community, and the professionalism and dedication of the teachers ensure students truly thrive.*

*Post 16 Student*



*" Post 16 at HIS is a place where every student is known, every question is welcomed and every future is nurtured.*

*Post 16 Student*





**Get In Touch**

**+971 4 348 3314**

**Registration Enquiries**

[registrar@hisdubai.ae](mailto:registrar@hisdubai.ae)

**Website**

[www.hisdubai.ae](http://www.hisdubai.ae)

**Address**

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Umm Al Sheif, Dubai  
United Arab Emirates