



Unity in Diversity, Trust and Partnership, Learning for Life



The Sixth Form at Dukhan English School

A Guide for Parents and Students 2011 – 2012



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INTRODUCTION

The two years spent in the Sixth Form (Years 12 and 13) should be a time when you can concentrate on subjects which you truly enjoy and develop your own ideas and opinions. Since these will be your last two years at school, they are vital stepping stones onto higher education and future employment.

Good qualifications and personal skills are becoming essential if you want to play a key part in a rapidly changing society and, at the same time, widen the scope of opportunities available to you. It is vital to aim at as high an academic level as possible and to develop the broad range of skills and understanding needed for independent learning and future careers.

We believe the learning atmosphere and the personal support we offer to students at Dukhan English School promote maturity and success. We help our students to make the transition from Year 11 to the Sixth Form by providing a clear academic structure, while encouraging an openness of approach between tutors and students. We try to help our students to become young adults and treat them as such. This is encouraged by offering responsibility and opportunities within a clear structure.

Our Sixth Form at Dukhan English School is based on good teaching, friendly relations between staff and students, individual attention, and student ambition. The Sixth Form does, however, impose a clear obligation upon individuals to work hard. For our part, we make every effort to help an individual to maximise their potential and hence their opportunities.

This Information Handbook is designed to give students and parents a clear idea on what is involved in being part of the Sixth Form. It aims to provide full guidelines that need to be followed in addition to the policies and procedures that are in place. Parents and students should read this handbook in conjunction with the whole school Parent Handbook.

I am delighted to welcome your son or daughter to the Sixth Form and I hope that they will enjoy a productive, successful and happy time over the two years. If you have any questions about any aspect of the Sixth Form, please do not hesitate to contact me at school on 44716147.

Mr. D. Andrew Williams

Head of Sixth Form



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ENTRY INTO THE SIXTH FORM

Current Year 11 Students at DES

If you are currently a Year 11 student at DES and you wish to enter Year 12 or if you are currently a Year 12 student and wish to enter Year 13, you need to fulfil a number of criteria. These include;

- Making an application before the stated deadline of the current year.
- Showing teachers that you have the right attitude to succeed in the year you are applying for. This includes your:
 - work ethic and general record;
 - contribution to the school community;
 - Behaviour and attitude in and around school.
- For Year 11 Students will be required to attend the Pre-Sixth Form Programme, which includes work experience and takes place after the IGCSE exams.

You will notice from the above criteria that the level of academic achievement is not part of the criteria. Irrespective of your IGCSE grades or your AS Grades, you may enter one of the Sixth Form years. However, the Sixth Form is a very challenging two years at school. If you do not come with the right attitude, there is little point in entering as you simply will not cope with the academic rigour required. **Students not succeeding due to lack of effort will not be accepted into year 12 or year 13.**

Applications from new Students

If you are new to Dukhan and wish to enter the Sixth Form you should apply using the normal school entry procedure. A meeting will take place between staff, parents and students to put together a programme that meets the needs of the student. If however you are applying after the start of the school year then please refer to the criteria below.



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Applications after the start of the school year.

If any student makes an application to the Sixth Form at DES once the school year has begun, certain criteria must be fulfilled. These include:

1. An application must be made using the Application Form. This application will be assessed on its merits.
2. The student must clearly demonstrate that they have studied at a similar level over the period of time that they have missed in all the subjects they wish to study. This demonstration will take place through interviews and the production of appropriate written work.
3. The application will be assessed by the Head of Sixth Form, The Deputy Heads and the Headmaster. If it is considered that the student has missed too much of the curriculum then the application will be deferred to the start of the following year.



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SUBJECTS STUDIED IN THE SIXTH FORM

GCE A level (AS and A2)

AS Level

General Certificate of Education at Advanced Subsidiary (AS) Level. AS level is half way to a full A Level. Students usually take **four subjects** in Year 12. If students continue at A2 Level, the AS results count towards the final A Level award. Grades range from A to E, all of which are considered a pass.

A Level (A2 Level)

General Certificate of Education at Advanced Level. These are examinations which are internationally-recognised as university entrance qualifications. Students usually take these examinations in Year 13, in **three subjects**. Grades range from A to E, all of which are considered a pass..

A Levels are being increasingly referred to as A2 Levels; it means the same thing. The AS level + the A2 level = a full A Level.

A number of universities worldwide have moved towards a points tariff system for entry into university where a number of points is awarded for the level of grade in each subject studied. An AS level has half the A Level point score. Universities will normally make offers based on a predicted points tally from the predicted grades in three full A Level subjects and one AS level subject.

For a full list of current options available at AS/A Level, please refer to the Options Booklet.

IGCSE and GCSE

International General Certificate of Secondary Education and General Certificate of Secondary Education. Examinations are normally taken at 16 years of age in Year 11 usually in nine subjects. Grades range from A* to G. A grade of A* - C is considered a Pass.

For a full list of current options available at IGCSE/GCSE, please refer to the Options Booklet.



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THE PROGRAMME

A Brief Outline of the Programme

In Year 12 you will normally be expected to:

- study **FOUR** subjects to AS Level. These will be completed in the Summer of Year 12. Each AS will count as being equivalent to half of a full A Level;
- undertake a PSHE programme which will include Careers Guidance and a range of topics designed to broaden your education to increase your awareness and maturity. This will include the opportunity to take part in the Qatar Model United Nations (QMUN) in the November of Year 12 and Year 13;
- attend 80 minutes of PE a week;
- attend an extra curricular activity or club.

In Year 13 you will usually discard one or more subjects and continue;

- to study **THREE** of your subjects which will extend your AS work to the full A Level standard. These units in Year 13 are called A2s.
- with the PSHE and PE programmes;
- attend an extra curricular activity or club.



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Sixth Form Teaching Time

Within the teaching week the normal programme for students would involve:

Year 12

4 AS Level subjects:	5hrs, 20 minutes per subject
PSHE:	40 minutes
P.E.:	1 hour, 20 minutes
Assembly:	30 minutes
Extra-curricular club:	40 minutes
Tutorial Time:	1hr 40 minutes
Private Study Time:	4 hours, 40 minutes

Year 13

3 A2 Level subjects:	5hrs, 20 minutes per subject
PSHE:	40 minutes
P.E.:	1 hour, 20 minutes
Assembly:	30 minutes
Extra-curricular club:	40 minutes
Tutorial Time:	1 hr 40 minutes
Private Study Time:	9 hours, 20 minutes

Clearly, as this is the expected norm, there will be cases where some students may take less than 4 AS subjects in Year 12 or the 3 A2 subjects in Year 13 where this is in their individual interests, where it is agreed and where it can be supported by the School.



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CHOOSING YOUR SUBJECTS

It is quite likely that you have no clear idea what you want to do for a future career, or even what you might want to study at university. Hence, having to make decisions can be a worrying process. However, this is very common, and there are some general ground rules to follow.

First, and most important, try to choose subjects that you enjoy, and that you want to explore further – if you find a subject difficult now you are unlikely to enjoy it at A Level. The more you enjoy a subject the more likely you will have success in that subject.

Study the course structure and content for each subject and discuss these further with your teachers.

For entry to some careers you will need specific subjects at A level. If you know what you would like to study at university you should check for specific requirements by logging on to some universities websites. However for entry to most career areas or university courses there are no hard and fast rules – subjects like History, English or Geography where you are researching, evaluating and weighing arguments on paper are considered a good foundation for law. ICT gives you skills that will be helpful in many careers. But there is no point in choosing subjects because you (or your parents) think they will be useful if you would have got better grades and more satisfaction studying something else.

Try to choose two subjects that complement each other to some extent (e.g. English and History, Mathematics and Physics). The third subject might also be complementary, or might provide a contrast. You should certainly try to use a fourth AS subject to add breadth – this is likely to be attractive to universities, and can enhance your CV.

In most cases, students will study 4 subjects in Year 12 and reduce this to 3 subjects in Year 13, although there may be exceptions to this depending on the needs of each particular student. Don't worry that some A Levels might be seen as 'better' than others – at the end of the day you are likely to be made a conditional offer by a university with passes in three A2 subjects plus a pass in a fourth AS. This is based on your suitability for the course, your personal statement and the school's reference about you.

In summary:

When selecting subjects to study in Year 12 and 13 consider a number of factors including:

- your own interests and preferences;
- your likely grades at IGCSE or AS level;
- your likely choice of course and/or employment after the Sixth Form.



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ENTRY ONTO AS/A2 COURSES

Year 12

With regard to IGCSE results, it has been established over many years, through the analysis of statistics, that unless students gain at least B/C grades in their chosen subjects, they are unlikely to cope with the significant demands of A level. Thus, an indicator of whether you are likely to be able to meet the extensive demands of A level courses at DES is that you will have gained at least five C grades at IGCSE, including both English and Mathematics, and will have gained at least a C and preferably an A or a B in the subjects chosen for study at A Level.



In exceptional circumstances (in discussion with the teacher and Subject Leader), students may be allowed to embark upon a two year A level course with a D grade at GCSE. In this circumstance, the student will be required to re-sit their IGCSE in November and will be subject to close monitoring and a review before the end of the autumn term. It is extremely important that these students are seen to be coping in these subjects; otherwise their overall performance is affected. Should there be a real concern about the lack of progress, a meeting with the student, parents and teacher will be arranged in good time to consider the way forward. It is not recommended that a student continue with a subject if they score less than a D grade.

Please note that those students sitting the Core Maths IGCSE paper will not be considered for A level.

Students who fail to achieve the equivalent of Grade C in English Language or Maths **must** re-sit these subjects in Year 12 as these are the minimum requirements for the majority of Universities worldwide.

We will always attempt to provide each student with their chosen Sixth Form courses (subject to the above factors). However, groups may be over-subscribed or timetable clashes may make some combinations impossible. This further underlines the importance of making firm choices before results come out. You can change your mind, but your new choices may be not be possible for the above reasons.



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Year 12 Modified Programme

If you have not achieved the above grades, you will still be able to enter the Sixth Form, but will be entered into a modified programme. This will likely involve IGCSE/GCSE options and will be on the advice of the Head of Key Stage 4, Head of Sixth Form, the Deputy Head Academic and the Heads of Department. The school withhold the right to make decisions on which courses may be unsuitable for any particular student. Discussions will take place between the teachers, students and parents as to which programme of study will allow you to succeed and meet your aspirations. When considering this programme a number of factors will be taken into account, including:

- Your work ethic, motivation and general record;
- Your contribution to the school community;
- The advice of teachers and Subject Leaders;
- IGCSE Mock results;
- Your plans for university study and for a future career.

Clearly some combinations may not be possible and students entering this programme will need to recognise that at the end of Year 12, they will need to review their programme to meet their needs.

Year 13

Ordinarily, we would expect students to have at least 3 pass grades (E) at AS Level, or better, to be able to progress into Year 13 at A2 level. As before, we would examine individual cases on their own merit. The process of deciding which subjects to discard at A2 level will begin during Year 12.

Systems are in place to support students who are finding courses difficult. Students who continue with a subject through this process of support will be expected to complete their courses and take their examinations unless there are extraordinary circumstances.





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EXAMINATIONS AND RESULTS

Students sit a full range of AS Level examinations in May and June of Year 12 and a smaller range of Module exams in January. Subject entries give fuller details of how the courses are examined. The results achieved in the AS Level are crucial for future progress. Results are expected mid-way through August for Year 12 students and a week later for Year 11 students. This allows a few days to reflect on how well you have done before coming to the Induction Day at the start of term. Students can apply to receive their AS results by e-mail, details of how to do this will be sent to parents. Results received by e-mail are provisional and the school is not responsible for any misunderstandings. Only the official results paper will confirm the grades.

We would usually expect students, having taken four subjects at AS level, to drop one of those subjects and to continue at A2 level with the remaining three. However, we anticipate that some exceptions may be recommended and each student will be advised accordingly. Discussions will have already begun during Year 12 about how best to proceed, with higher education in mind; the Induction Day should provide the opportunity for making a final decision about which subjects to continue with into Year 13 as well as time to discuss the advisability of retaking particular AS units.



Students who decide to terminate a course at the end of Year 12 will, if they are successful, receive a pass grade ranging from A-E at AS level. No retakes will occur in these circumstances. This will allow you to concentrate on the remaining A2 courses with one, or more AS passes already achieved. However, for students continuing at A2 level, AS units taken and passed in Year 12 then contribute towards the final A Level result. Combined with units taken in

Year 13, the final A Level result will be calculated by the Examination Boards who will add the marks achieved in the AS modules to those achieved in the A2 modules to produce an overall grade for a full A Level award.



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Re-Sits

Re-sits in IGCSE courses are normally available in November and for AS units are possible in January and June, where a student is continuing with a particular subject at A2 level in Year 13. A better result in a re-sit examination can, therefore, improve the overall standard of the final A Level result. Students will be advised about re-sits both on the Induction Day itself and, subsequently, during the first half of September. A maximum of three re-sits will usually be allowed per student although individual circumstances will be considered. Decisions will be based on guidance and advice from subject teachers, Form Tutors, Head of Sixth Form and the Deputy Head Academic. We will take into account your potential workload and your academic record during Year 12.



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Re-Marks

If the school agrees to a re-mark, the school will meet the cost involved. In cases where individuals request re-marks, and the school does not agree, the school will still apply for the re-mark on the individual's behalf but the cost will be borne by individual families.

In either case, you need to be clear that a re-mark rarely results in a higher mark, or grade being awarded. Sometimes, your grade may even go down. Parents and students need to be aware that there is a cost implication in a situation where a student has entered for a re-sit in one or more units at AS level, but has also requested a re-mark of one, or more papers. An upgrade may make the re-sit unnecessary but the entry will have been processed and the fee to the examination board is not refundable. The timing of exam entry and re-marks is governed by the exam boards. This potential cost implication should also be kept in mind when students are discussing their position during September.

As indicated below, you will be invited back at the beginning of the school year along with your parents to formally register in Year 12 and to re-confirm your choices. Where there are individual issues, or difficulties, staff will be on-hand to advise you and talk to your parents. **Any changes to the original choices at this stage will be subject to the availability of space within teaching groups and your ability to match the entry criteria.**

PRACTICALITIES

Induction Day

A **Sixth Form Induction Day** will take place at the start of the school year. This is an event both for students entering Year 12 and for those wishing to continue into Year 13. Parents and students are strongly encouraged to attend this event. For new Year 12 students this is a chance to confirm the AS choices indicated in Year 11.

It is also an opportunity to celebrate the successes of your IGCSE examinations after so much hard work from all concerned. Results, of course, may make a difference to choices but we would expect new Year 12 students to have brought the same factors to bear on their final decision as they did during Year 11 and, in the vast majority of cases, to stick with their original choices.



**Remember, help is at hand. Talk to staff.
Talk to fellow students. Talk to your family.**



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Pastoral Care

Each student is assigned a personal tutor who has the day-to-day responsibility for the pastoral care of a group of approximately 4 - 6 students. The group meets with the tutor each morning for registration and tutors will arrange to discuss your progress individually in more detail at regular intervals during registration sessions.

The tutor is responsible for the initial gathering of information for the production of references for higher education and the writing of the personal section of such references. Throughout Year 12 and into Year 13, they keep in close contact with their students to ensure that they have gained a balanced view of progress and achievements. Guidance is, of course, provided if the tutor is aware that a student is experiencing difficulties of any kind. The Head of Sixth Form oversees the tutor team and the pastoral programme and is always available for personal consultation and guidance.

Personal, Social and Health Education (PSHE)

The aim of PSHE is to provide students with a balanced education that includes many aspects of life. It is important that students do not only focus on the academic but also on the social, health and personal development aspects of their lives. We have put together a programme for Year 12 and Year 13 that covers a range of topics. These include:

- The Hague Model United Nations (THIMUN);
- Careers;
- Study Skills;
- Leadership;
- Communication Skills;
- Relationships/friendships;
- Health;
- Choices and Consequences;
- Community Involvement/Contribution;
- Global/Environmental Issues.





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QMUN

Year 12 students have the opportunity to participate as delegates in The Hague Model United Nations (THIMUN), a three-day simulation of the United Nations for secondary level students. This takes place annually in November in Doha.

All the associated activities such as preparing resolutions, lobbying and debating are conducted in English and a high standard is demanded in the formulation of ideas, whether in the writing of resolutions or in arguing and debating with fellow students. The object is to seek, through discussion, negotiation and debate, solutions to the various problems of the world: e.g. questions of human rights, protection of the environment, economic development, disarmament, the problems of youth and refugees, as well as the more critical issues of war and peace. The student delegates, in seeking solutions to these problems, can learn to break away from narrow, national self-interest and develop true international co-operation. The research and preparation required, the adoption of views and attitudes other than their own, the involvement and interaction with so many other young people from schools in Qatar, all combine to give the students a deep insight into the world's problems, to make them aware of the causes of conflict between nations and to lead them to a better understanding of the interests and motivation of others. Thus, in a small way, THIMUN attempts to fulfill the aims and goals set by the founders of the United Nations in the Preamble to the Charter of the United Nations. It is generally expected that a students' University application will be strengthened by reference to participation in an MUN event.

Careers

Our specialist Careers teacher will be able to offer help and guidance on the many areas covered, as careers guidance and university choices are a big consideration in the sixth form. Careers guidance and university applications are also a major part of the PSHE programme. The mission of the Careers Education at DES is to empower students to become pro-active in their consideration of post-18 choices, so that their decisions are based on sound information, and an assessment of their aptitudes and interests.

In Year 12, a component of the PSHE programme will cover the range of courses available in Higher and Further Education. Students receive advice about interviews and there are opportunities for interview practice. In addition, Year 12 students are interviewed individually in order to ensure that the most appropriate and rewarding courses available to each student may be identified.

In Year 13, students are given practical help in the final preparation of their application for university. Students are assisted with both their final choice of course / university and in the preparation of the "Personal Statement" they are likely to have to make.



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Study Skills

The aim of the study skills section is to provide a reflective, active, self-evaluation approach to learning and develop a deeper understanding of study skills in the long term. Study Skills helps with:

- Encouraging students to think about the skills they already have;
- Providing resources to help evaluate, reflect upon and manage their learning;
- Making suggestions on how to develop positive approaches and good study habits;
- Offering guidance on how to tackle activities they might find difficult;
- Helping them understand more about learning, intelligence and memory work and how to develop critical and analytical thinking skills;
- Building confidence and self-esteem.

See the section on Page 23 for a **'Guide to Effective Study in the Sixth Form'**.

Developing Personal Responsibility and Leadership

At DES Year 12 and Year 13 students have the opportunity to become Senior Prefects. We also encourage students to identify positions of responsibility that they would like to develop during their time in Years 12 and 13. Some roles that may be possible include:

- supporting younger students;
- becoming a House Leader;
- being part of the School Council;
- being part of the Sixth Form Committee
- becoming a peer mentor;
- assisting in classrooms;
- helping to organise and run fund-raising activities;
- editing the school page in the community magazine;
- helping to edit the DES Newsletter.





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Monitoring and Reporting on Students' Progress

Regular and clear monitoring and reporting on progress are important for both students and parents, throughout Years 12 and 13. In Year 12 there are a number of occasions during the year on which each student is graded on his or her attainment, effort and homework in every AS subject. The attainment grade will relate to the AS assessment system and, as the year develops, will allow an increasingly accurate prediction of the estimated ultimate performance in the modular examinations. This will be based upon class exercises, practical assessments, homework and tests.

Year 12 have an interim report in November, Mock and modular exams in January and an end of year report in June. There are also Parent Teacher Consultation opportunities in November after the interim report, in February after the January exams and in June after the final report. The parents of students who are failing to reach a satisfactory standard will be contacted without delay. This may also happen at other times during the year if it is felt to be appropriate.



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GENERAL CONDUCT

Life in Year 12 & 13 is different from that in the rest of the school. Students in these years follow different courses, wear different clothes and have greater freedom and privileges than those lower down the school. However, such freedom needs to be used constructively and with regard to the needs and sensitivities of others.

The secret to success in the Sixth Form is undoubtedly time management! All students will have some study periods therefore they have to develop the self discipline to work on their own, and to juggle the demands of academic work and all the other opportunities too. This is an essential prerequisite to surviving not just the Sixth Form but university and also the world of work.

Throughout the Sixth Form they also have the opportunity to continue to enjoy a number of sporting and other extra-curricular opportunities. Outside speakers will be also invited to talk to the Sixth Form on a wide range of topics and subject specific or general trips will be organised. Sixth Formers play a key role in many aspects of school life – the Sixth Form student body provides the School Head Boy and Girl and Sixth Formers fulfil the role of Senior Prefects.

The Sixth Form students are expected to be role models for all our younger students. All our younger students from Nursery to Year 11 will be looking up to the Sixth Formers and forming impressions about how to behave, dress, conduct themselves and treat others. It is essential that they show the maturity that comes with this role.



The Sixth Form at DES aims to:

- provide students with a broad and balanced curriculum;
- prepare students for the adult world;
- give students the skills they need for lifelong learning;
- make students more independent, self-disciplined and self-aware;
- allow students to be critical thinkers and problem solvers;
- give students a sense of respect for others and for themselves;
- lay the foundations for success at university and beyond.



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Times

Arrival: The school day begins at 07:15. To be certain that they are on time, students should arrive no later than 07:10, in time to make their way to registration at 07:15. Sixth Form students may enter the school via Gate 5 or Gate 4 (either end of the Cinema Car Park). This is the Bus and Car Drop Off point. Students arriving later than 07:15 should enter the school via the main entrance and pick-up a late slip from the School office.

Departure: The school day ends at 14:15. Students should leave through Gate 4 or 5. Some Sixth Form students will have an early pass privilege which means they can leave school prior to 14:15 by signing out at the School Reception. See Section on Attendance and Punctuality below for more details. Buses are available in the Cinema Car Park to drop students at their nearest bus stop at 14:15.

Discipline, Attendance and Punctuality

Whilst the Sixth Form follow the school discipline policy (see Parent Handbook), students in the Sixth Form are given significantly more responsibility and independence to make their own decisions and are trusted to make the right decisions. They are given the opportunity to show the maturity and self-discipline expected of students at this stage in their schooling. It is not expected that students will ever get to a stage when they need to be put on academic or behaviour report but this can happen. If a Sixth Form student does make the wrong decision or if issues are raised about his/her behaviour, attendance, punctuality, effort or any other aspect of school life, this will be dealt with on an individual basis. Students who fail to comply with the rules above, fail to hand in work, or whose behaviour is seen to be inappropriate in any way may experience the loss of one or more of their privileges.

Members of Years 12 and 13 are expected to be present for all lessons in their programme of study: you must attend all academic subjects, PE lessons, PSHE lessons, assemblies and registration. Unexplained absences will be carefully followed up and investigated; it is expected that students should have the courtesy to inform their tutors and subject teachers of all absences known in advance. You should take responsibility for catching up on any work missed. You also need to be punctual to all of your commitments; subject teachers will follow up individual issues with tutors.

A Levels are incredibly demanding and any absence from lessons will have an effect on the students' ability to cover all the material necessary. The Headmaster reserves the right to ask any student who is deemed to have missed too much A Level material to leave the school. Parents should take this into consideration when planning their leave from work, as an extended leave period in school time, may lead to this situation arising.

Sixth Form students who are late for school or for lessons on two occasions in any two week period will have an after school detention for one hour. Parents and student will be



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informed in advance of this. If the problem becomes a consistent one, the parents will be invited into school to discuss the issue.

Performance

You are expected to produce your best piece of work for every task assigned to you. You should realise that this involves spending at least 15 hours a week working outside of formal lessons. You should also recognise that, in most cases, poorly completed work cannot be repeated without major consequences for progress in other areas. Your achievements, effort and attitude will be formally monitored at regular interviews by reports and via regular discussions with teachers and tutors. These discussions will be crucial in helping you to plan ahead effectively and to become more reflective in your approach to work.

Private Study

All students in Sixth Form will have a certain amount of private study time. This is time during the school day when you are not timetabled to be in a lesson. During this time you are expected to be in one of the designated Sixth Form Study Rooms. Students may gain permission to be in an alternative location if this is suited to their studies.

Private study, both at school and at home, is an essential element of AS and A2 work; a student cannot be successful without a considerable commitment. Study at this level entails greater motivation and self-discipline on the part of the student than will have been the case in previous years. Increasingly, you will become more self-reliant and take greater responsibility for your own work and progress. This must be understood and accepted from the very beginning. Year 12 and 13 students have to think for themselves a great deal more, and adopt greater independence of thought. The system in Years 12 and 13 does much to help cultivate these work habits, and to prepare the foundations for university study. See the section below on effective study habits.

Support and Guidance

Much emphasis is placed on helping students to cope with the transition from the more structured environment of Key Stage 4 to the greater independence of the Sixth Form. New tutor groups are created and the same Form Tutor ideally stays with students throughout their two years in the Sixth Form. The Form Tutors get to know each pupil individually and provide a caring, nurturing environment where talents can be fostered. The Tutor offers advice and support on academic, personal and career matters, and is responsible for the students' day to day progress and welfare. They discuss students' choice of courses, help with higher education applications, discuss any difficulties and review progress generally.



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All students will have a one-on-one academic and pastoral monitoring time with their tutor where targets for their immediate future and beyond will be discussed and set. For this relationship to be effective, students must recognise the need for honesty and commitment in tutorial time; you must also be prepared to organise yourself for discussion with tutors.

Plagiarism Policy *(adapted from the Rutgers University policy)*

Plagiarism is a serious academic offence. Every year, students are expelled from universities for committing plagiarism. This document explains what plagiarism is, and what consequences it brings.

Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas used in a piece of work, to cutting and pasting paragraphs from different websites, to handing in an essay downloaded from the internet. Copying another student's work is a common example of plagiarism in schools.

Consequences of plagiarism

- 1) Teachers are expected to **report all instances of plagiarism** to their Year Leader/Subject Leader and Head of Key Stage, and to record the incident on Desmis Notes.
- 2) In Key Stage 3 upwards, any student found to have plagiarized should be given a **breaktime detention** by the relevant teacher.
- 3) **The work should not be given a mark** until the plagiarism has been put right. This might be as simple as citing sources used, or as laborious as re-writing an entire piece if it was copied or downloaded.

Further instances are escalated according to the disciplinary policy.

Plagiarism is often easy to identify and expose. The internet makes plagiarism easy but also makes detecting it easy. Most teachers can locate the source of suspected plagiarism within a few minutes of searching the web. For this reason, plagiarism is as inadvisable as it is dishonest.

All parties to plagiarism are considered equally guilty. If a student shares their work with another student and he or she plagiarizes or copies it, the original student is considered as guilty as the one who plagiarized their work, since they enabled the plagiarism to take place. *Under no circumstances should a student make his or her work available to another student unless the teacher gives permission for this to happen.*

In other words, students who plagiarize are likely to be caught, and the consequences will be severe and will include anyone who enabled the plagiarism to take place.



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Dress Code

In recognition of their different status, there is a different uniform for the Sixth Form students. This is as follows;

- Boys - Black shoes, black trousers, dark socks, formal **pastel coloured** shirt, tie, black formal jacket (compulsory only on formal occasions including whole school assemblies).
- Girls – black trousers or skirt (**below** knee length), black shoes (no stiletto heels), formal **pastel coloured** blouse, black formal jacket (compulsory only on formal occasions including whole school assemblies). Discreet make-up is allowed.
- Students are reminded that school uniform should be worn at all times including travel to and from school.





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Travel to School

Students who are old enough, possess a driving licence and **live outside of Dukhan**, have permission to drive to school. Any student wishing to drive to school must provide parental permission and give a copy of their driving licence to their tutor. You must park in the Cinema Car Park and enter the school through Gate 4 or 5. Any student wishing to travel with a student driver, must gain written permission from their parents. The student driver must also get permission from their parents for them to carry passengers.

The normal bus system is also available for any student who wishes to use it and cycling or walking to school are encouraged. Any student travelling by bicycle should wear a safety helmet and provide their own bike lock. Bicycle racks are provided inside Gate 5.

Homework

A Levels are very time consuming and a lot of material needs to be covered. They are also intended to develop lifelong learning skills such as problem solving, critical thinking and independent learning. For these reasons, homework in the Sixth Form will be regular and intense, and a variety of skills will be developed through the set tasks. If a student wishes to be successful at A Level they must fully engage with both the classroom lessons and with the homework being set.

In the Sixth Form, there are no Homework diaries or homework timetables and homework does not need to be signed by parents. Subject teachers are free to set homework at any time and will, in the majority of occasions, take the opportunity to do so. Students will be given a Planner to use for their own personal organisation purposes and this can be the method for recording homework set and date due.

Parental Support

The Sixth Form is a time of when students need to display independence in their studies, both at school and at home. Having said this, the support of parents is still crucial to a student's success. To fully support your son or daughter, you can:

- show an interest in the student's work;
- talk about their school day;
- attend parent/teacher meetings;
- discuss homework tasks;
- make sure they attend every day on time;
- provide a quiet place to study;
- praise their achievements.



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Communication with School

As Head of Sixth Form, I am the first point of contact for all parents with respect to academic and pastoral matters. If parents have any concerns or questions regarding their son or daughter's education, they should contact me at school. If I am unavailable I will return your call the same day. If it is deemed appropriate, your query may be passed on to another member of staff. I will also be very happy to meet with you at a mutually convenient time to discuss any concerns that you may have.

The House System

The Sixth Form are expected to play a full and leading role in the Inter-House competitions and to be role models for younger students. The Houses provide a vertical (across all ages) grouping of the students in the School and allow for the promotion of effective team-building, peer support and competition through the many sporting and non-sporting events that are run by the Heads of Houses. Sixth Form students will continue in the same House they have been in since their arrival at the school. The four houses are; Khattiyah Scorpions (red), Shahaniya Leopards (yellow & black), Zikreet Stingrays (blue) or Umm Bab Wolves (green).

Strike a Balance

The Sixth Form is not all about academic work. Whilst hard work is important, the successful student is the one who can strike a balance and allow themselves time to relax and unwind and to take part in other activities. Students are strongly encouraged to get involved in some of the extra-curricular activities that the school offers as well as activities in the Dukhan community. Extra tuition is regarded by the school as being unhelpful and can ultimately cause a student to be overburdened and to fail. My message to all Sixth Form students is to be honest and hard working, take responsibility for your actions, show respect for each other and stay positive.





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Common Room

Sixth Form students have access to a common room where they can relax in their break times. With this privilege comes certain rules that need to be followed. These include:

1. The students will be responsible for ensuring that the Common Room is maintained in a reasonable condition. This includes;
 - a. No litter or papers lying around the floor – all litter goes in the bin
 - b. No graffiti on walls or furniture. Furniture should be kept in reasonable condition and treated with respect
 - c. Fridge to be cleared of any old food and drink on a regular basis
 - d. Microwave, fridge and the area around the water fountain to be kept clean and dry.
2. Students may eat and drink in the Common Room but the school rules regarding no soft drinks and no chewing gum still apply.
3. Students should use the microwave oven carefully and safely – no metal objects to be placed in microwave. Use of the microwave is at the students' own risk.
4. The noise levels are to be reasonable and should not disturb any other students – no shouting from windows or doors.
5. Any breakages or damage should be reported to Head of Sixth Form immediately.
6. The Common room is a place where students can go to relax and chat to friends quietly - no physical activities should take place.
7. Electronic items such as mobile phones, mp3 players and laptops can only be used inside the Common Room. No audio or video recording to take place without permission.
8. No other students other than 6th Form students are allowed into the Common room.
9. Students may pin posters on notice-boards or walls but no offensive material or messages may be posted.
10. Valuables left in the Common room are the responsibility of the student.
11. Only English may be spoken and no use of bad language.
12. Last person to leave should check that the light is switched off and windows are locked.

Students should be aware that any serious or consistent infringement of the above rules can lead to the loss of the common room privilege.



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A GUIDE TO EFFECTIVE STUDY IN THE SIXTH FORM

Time Management and the Study Environment

Many students find it difficult to study effectively because of a lack of time management and a proper place to study. Often a student will do poorly in courses because not enough time has been spent studying outside of class. For best results you should plan to spend at least an **average of four to eight hours a week** outside class working on **each course**. There is sufficient time in the week for this, but it does require time management. If you spend a few minutes early in the morning planning how the day is to be used and allow adequate time for studying, much more will be accomplished. Students who make efficient use of time find that they have plenty of time for recreation.

A second important factor is a proper place to study so that you can concentrate and efficiently use your study time. Try to find a **quiet location** with a desk and adequate lighting. In this way you will be mentally prepared to study when you are at your desk. This location may be in your bedroom, the library, a study room, or somewhere else. Wherever it is, your study area should be **free from distractions**-including friends who drop by to socialise. Much more will be accomplished if you **really** study during your designated study times.

Making the Most of Class Time

Class attendance is essential for success. Students who chronically miss classes usually do not do well. To gain the most from classes, it is best to **read any relevant text material beforehand**. Be prepared to concentrate during classes; not to simply sit back passively and listen to the teacher. During the class **record your notes in a legible way so that you can understand them later**. It is most efficient to employ an outline or simple paragraph format. The use of abbreviations or some type of shorthand notation is often effective. During class **concentrate on what is being said** and be sure to capture all of the main ideas, concepts, and definitions of important terms. **Do not take sketchy notes assuming you will remember things** because they are easy or obvious; you won't. Diagrams, lists, and terms written on the board are almost always important, as is anything the teacher clearly emphasises by tone of voice. Feel free to **ask questions during class** when you don't understand something or wish the teacher to pursue a point further. Remember that if you don't understand, it is very likely that others in the class don't understand either but simply aren't willing to show their confusion. As soon as possible after a class, **carefully review your notes** to be certain that they are complete and understandable. Refer to the textbook when uncertain about something in your notes; it will be invaluable in clearing up questions and amplifying major points. When studying your notes for tests, it is a good idea to emphasise the most important points with a highlighter just as you would when reading the textbook.



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Studying the Textbook.

Your textbook is a valuable learning tool in any course and should be very carefully and conscientiously used, although you should not become too dependent on it as your sole source of information. The following approach has been found to be very effective:

1. *Survey.* **Briefly scan the chapter** to become familiar with its general content. Quickly read the title, introduction, summary, and main headings. Record the major ideas and points that you think the chapter will make. If there is a list of chapter concepts and a chapter outline, pay close attention to these. This survey should give you a feel for the topic and how the chapter is approaching it.
2. *Question.* As you reach each main heading or subheading, try to **compose an important question** or two that you believe the section will answer. This preview question will help focus your reading of the section. It is also a good idea to **keep asking yourself questions as you read**. This habit facilitates active reading and learning.
3. *Read.* **Carefully read the section.** Read to understand concepts and major points, and try to find the answer to your preview question(s). You may want to highlight very important terms or explanations of concepts, but **do not indiscriminately highlight everything**. Be sure to pay close attention to any terms printed in colour or boldface since the author(s) consider these to be important.
4. *Revise.* After reading the section, revise your question(s) to more accurately reflect the section's contents. These questions should be concept type questions that **force you to bring together a number of details**. They can be written in the margins of your text.
5. *Record.* Underline the information in the text that answers your questions, if you have not already done so. You may wish to **write down the answers** in note form as well. This process will give you good material to use in preparing for exams.
6. *Review.* Review the information by trying to answer your questions **without looking at the text**. If the text has a list of key words and a set of study questions, be sure to use these in your review. You will retain much more if you review the material several times.



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Preparing for Examinations

It is extremely important to prepare for examinations properly so that you will not be rushed and tired on examination day. All textbook reading and lecture note revision should be **completed well ahead of time** so that the last few days can be spent in mastering the material, not in trying to understand the basic concepts. **Cramming at the last moment for an exam is no substitute for daily preparation and review.** By managing time carefully and keeping up with your studies, you will have plenty of time to review thoroughly and clear up any questions. This will also allow you to **get sufficient rest before the test** and to feel confident in your preparation. Because both physical condition and general attitude are important factors in test performance, you will automatically do better. Proper reviewing techniques also aid retention of the material.



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EXAMINATION BOARDS AND USEFUL WEBSITES

There are two main examination boards that the school use and you will need to refer to the syllabus for each of your subjects to find out which it is for your subject choices. The two exam boards are Edexcel and Cambridge International Examinations (CIE).

For Edexcel, their website is: www.edexcel.org.uk

For CIE, their website is: www.cie.org.uk

Here are some other website addresses which you might find useful with regard to your studies and the important choices for the future.

The Qualifications and Curriculum Authority
<http://www.qca.org.uk>

The National Curriculum online
<http://www.nc.uk.net?home.html>

UCAS Universities and Colleges Admissions Service
<http://www.ucas.co.uk>

The European Council of International Schools provides free links to universities in Europe, Canada, Australia and the United States
<http://www.ecis.org/colleges/colleges.htm>

The department for Education and Skills (UK government)
<http://www.dfes.gov.uk/index.htm>

The British Council guide for overseas students wishing to study in the UK
<http://www.educationuk.org>

For universities and colleges in the Irish Republic
<http://www.cao.ie>

For general guidance on choosing your options
www.teachernet.gov.uk/aimhigher