



ISVA

INTERNATIONAL SCHOOL VILLA AMALIENHOF

The Sixth Form

Dear Parents and Students,

Welcome to the 6th Form of the International School Villa Amalienhof.

Students entering the 6th Form are taking the first steps in higher learning. They are given more independence and control over their studying as well as more responsibility. This can be both demanding and challenging. It is for that reason, members of staff are available to support and guide our students. At the Villa Amalienhof, we see education as a three way relationship between student and teacher and parent; a collaborative partnership that leads to exam success.

As an international school we are in a privileged position; we embrace a wide range of cultures and nationalities in one of the world's fastest growing most influential, capital cities. At ISVA we aim to foster an atmosphere of understanding, tolerance and respect. Our goal is to help our students realise their potential as students and as people.

This booklet should answer your questions about our curriculum, examinations system, syllabi, careers guidance and organisation. If you have any other concerns or queries, do not hesitate to contact us to arrange a meeting.

Mrs. Susanne Owen-Hughes

Head of School

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The School Day

8.45	Registration
9.00 - 9.40	Period 1
9.40 - 10.20	Period 2
10.20 - 11.00	Period 3
11.00 - 11.30	Break
11.30 - 12.10	Period 4
12.10 - 12.50	Period 5
12.50 - 13.30	Period 6
13.30 - 14.40	Lunch
14.40 - 15.20	Period 7
15.20 - 16.00	Period 8

Fridays	
13.30 - 14.20	Lunch
14.20 - 15.00	Period 7

Students who arrive late or leave early must sign in and out at reception.

Careers Guidance Programme

Month	Date	Event
September		All Courses Begin
October		American Universities Fair JFK School
November		Preliminary Examination Entries UCAS Forms Completed
December		British Universities' Fair Humbolt University
January		Mock Exams
February		Final Entries for AS and A levels
April		IGCSE Oral Examinations Year 11 & 12 make AS & A2 subject choices
May		IGCSE, AS & A2 Examinations Start
July	15	Last School Day
August	Mid	IGCSE, AS & A2 results released

Subject Allocation

Key Stage 4 Years 10 and 11

6th Form Years 12 and 13

The table below gives an overview of the subject selection at Key Stages 4 and 5. The numbers indicate the amount of 40 minute periods dedicated to each subject per week. At Key Stage 4, students must take 4 core subjects (shown in bold), 2 hours of PE and 1 hour of PSHE during tutor time. They must then prioritise and select 4 from the other subjects.

The School Week is based on a total teacher/pupil contact time of 39 hours. 6th Form students will generally have less, selecting a minimum of 4 and a maximum of 6 subjects to study. There is an additional 1 hour of form tutor time.

Subjects	Key Stage 4		6th Form	
	Year 10	Year 11	Subject	AS/A2
English	6	6	English	6
Maths	5	5	Maths	6
Science	6	6	History	6
Global perspectives	3	3	Geography	6
PE	2	2	German	5
English Skills for GCSE	4	4	Business Studies	6
Business Studies	4	4	French	6
Geography	4	4	Art	6
History	4	4	ICT	6
German	4	4	Physics	6
French	4	4	Chemistry	6
Art	4	4	Biology	6
ICT	4	4	<i>Tutor period</i>	1
<i>Tutor Period</i>	1	1		
TOTAL	39 Hours	39 Hours		

6th Form Students please note:

- Staff will advise you to choose a maximum of 5 subjects from the option blocks, and more usually 4. In their experience, the work-load for any more would be excessive.
- Only students with a minimum of 'C' grade at IGCSE will be considered eligible to study at AS level, unless there are special circumstances, and so with teacher approval.

- Students will generally only be allowed to continue into the sixth form with a minimum of 5 “C” grade or higher GCSE passes.
- If courses are undersubscribed they may not run.

Subject Choices

On making your choices please consider the following:

If you want to apply for a German University:

- Students will require 4 passes - that is 3 A2 passes and 1 AS pass.
- For admission to German Universities the above passes must contain either Maths or a Science subject PLUS a Modern Foreign Language. This includes German.

If you are applying for a British University:

- Students will be required to have both Maths and English at least to IGCSE level, with at least a grade C in both.
- They will also be required to have the necessary AS and A2 passes for their chosen subject.
- Entry to British universities generally requires a minimum of 3 A2 passes.

IGCSE Facts

What is IGCSE?

The International General Certificate of Secondary Education (IGCSE) is recognized worldwide. It is also a foundation for higher level courses, such as A and AS Levels, the Advanced International Certificate of Education, the North American Advanced Placement Programme and the International Baccalaureate.

IGCSE caters for different levels of ability with a choice between core and extended papers in English and Maths and Science. The core curriculum is based on an overview of the subject and is suitable for students expected to achieve grades C to G. The extended curriculum is more challenging and designed for students who are expected to achieve grades A* to C. Grades achieved through either route have the same value.

Where is IGCSE Accepted and Recognised?

IGCSE is a high profile qualification.

- IGCSE is comparable with GCE O Level and the UK GCSE
- IGCSE has an excellent reputation amongst international schools worldwide
- IGCSEs are recognized as a reliable record of attainment in universities and colleges of further education worldwide.
- A good grade (ie C or above) in IGCSE English as a Second Language is recognized internationally as evidence of adequate competence in English.

Who can take IGCSEs?

IGCSE is designed to be taught as a two-year course for students aged 14 to 17 years. In some countries, IGCSE courses last one year and there are no formal age regulations.

In the core subjects (Maths, Science and English) there is a choice between less and more challenging curricula, making IGCSE suitable for a wide range of abilities. Students can therefore enter for the level that suits them best.

How is IGCSE Taught?

Students are encouraged to study a wide range of subjects at IGCSE. In order to follow a broad and balanced curriculum, many students take courses from each of the IGCSE groups (see subjects listed overleaf), particularly if they're aiming to go on to further education. This can lead to the award of the International Certificate of Education – an additional qualification that recognizes students who pass exams in seven or more subjects, including two languages and one subject from each of the other groups. However, it is also possible to study a free choice of IGCSE subjects.

The syllabus is set by the various boards, and ISVA offers a mixture of Cambridge and Edexcel (London) boards.

The course differs for each subject, but throughout there will be a mix of assessment methods, including course work, practical exercises, oral and listening tests, projects and written examinations.

Examination Information

IGCSE courses usually take two years to complete and exams are taken at the end of that period.

Examinations are held in May/June each year with results issued in August.

A and AS Level Facts

What are A and AS Levels?

GCE A (Advanced) Level is respected and recognized worldwide. For over 50 years, A Levels have been accepted as proof of academic ability for entry to universities and institutes of higher education. A Levels offer a flexible course of study that gives students the freedom to select the subjects that are right for them. Employers also use A Levels as a determining factor when considering candidates for jobs.

If they wish, students can study at Advanced Subsidiary (AS) Level without progressing to A2. This gives them the opportunity to study a broader range of subjects in their first year of 6th form. In their second year of study they should choose 3 or 4 subjects to complete their A Level assessment.

Where are A and AS Levels Accepted and Recognised?

A Levels are a 'gold standard' qualification. They are recognized in the UK and worldwide.

- AS Levels carry half the weighting of an A Level and are typically awarded half the credit value.
- Good A and AS Level grades are a key for admission to English and many non-English speaking universities worldwide.
- Good grades at A Level are credited at universities in the USA and Canada.

This is a general guide. To find out the exact number of A and AS Levels, and the grades required, it is advisable to contact the individual university or institute of higher education. Here are some examples:

- Yale and Harvard Universities award credit for grades A and B
- Boston and New York Universities grant advance credit for grades A, B and C
- The grades demanded from UK Universities depends on the University and on the subject being studied

Who can take A and AS Levels?

AS Level examinations are usually taken at age 17, and A Level examinations at age 18, but there is no actual age restriction.

If a student has already taken IGCSEs or O Levels, he/she should find many of the skills already learnt, relevant, beneficial and necessary to A Level study.

How are A and AS Levels Taught?

A and AS Levels offer a flexible and diverse programme of study; typically, each A Level course would require guided learning time (in class, in the library or resource center) of 180 hours per year, and approximately 5 hours per subject per week

The course differs for each subject, but throughout there will be a mix of assessment methods, which may include coursework, practical exercises, oral and listening tests, projects and written examinations.

All syllabuses require the development of analytical skills and the application of knowledge in individual study. A Levels require not only familiarity with subject content but also an ability to present a well-reasoned argument, to understand and apply principles and to acquire deep understanding of a body of knowledge. Studying for A Levels is academically challenging but offers excellent preparation for the next stage - study at university or college.

Examination Information

A Level courses usually take two years to complete and exams are taken at the end of that period. AS Level examinations are usually taken after a year, either as part of the A Level course, or as a qualification in their own right. Alternatively, the AS Level qualification can be taken at the end of a two-year course.

Examinations are held in June each year with results issued in August. In some cases it is possible to retake a module, or to sit a new one, in January.

Curriculum Overview

English Literature:

Aim:

This course is designed to encourage:

- An appreciation of and an informed personal response to literature in English throughout a range of texts in different forms, and from different periods and cultures.
- The interdependent skills of reading, analysis and communication.
- Effective and appropriate communication, both written and verbal.
- Wider reading and an understanding of how it may contribute to personal development.

Candidates will be required to demonstrate:

- An ability to respond to texts in their three main forms, Prose, Poetry and Drama.
- An understanding of the ways in which form, structure and language shape meanings.
- An ability to produce informed, independent opinion, and judgements on literary texts.
- An ability to communicate clearly the knowledge, understanding and insight appropriate to literary study.
- An ability to appreciate and discuss varying opinions of literary works [A Level only].

Assessment:

At AS level, students sit two papers, each weighted 50%. Paper 1 examines the candidate's knowledge of Poetry and Prose, while Paper 2 is concerned with Drama.

At A2 level, students sit a further two papers, each worth 50%. Again, Paper 1 examines Poetry and Prose, and Paper 2 Drama.

Mathematics

Aim:

- To develop mathematical knowledge and skills.
- To develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject.
- To acquire a range of mathematical skills, particularly those which will enable the student practically.
- To develop the ability to analyse problems logically, and to recognise when and how a situation may be represented mathematically.
- To use mathematics as a means of communication with emphasis on the use of clear expression.
- To acquire the mathematical background necessary for further study in related topics.

Course Content:

Term	Content	Time Allocation Per week
Autumn	<p>Core Mathematics 1: Algebra and Functions, Quadratics, Inequalities, Surds and Indices, Curve Sketching Coordinate geometry Arithmetic sequences Differentiation Integration</p> <p>Statistics 1: Measures of Location, Measures of Spread, Representation of Data, Probability Correlation</p>	6 hours contact time 5 hours additional study
Spring	<p>Core Mathematics 2: Functions and the factor theorem Sine and Cosine rule Exponentials and Logarithms Binomial expansion Geometric Sequences, Radian measure and graphs of trig. functions Trigonometric identities and equations Differential applications, Integration, including areas under curves</p> <p>Statistics 1 contd: Regression Discrete Random Variables Expectation and Variance, The Normal Distribution</p>	6 hours contact time 5 hours additional study
Summer	Exam Revision and practice. Preparation for Year 2	6 hours contact time 5 hours additional time

German

Aims:

- To enable students to use grammar and spelling accurately and to understand grammatical structures
- To develop students' writing and reading skills
- To learn about German literature including novels, poetry (from medieval to modern) and drama

Students have to demonstrate:

- An understanding of literature in the appropriate periods
- The correct use of grammatical skills
- The ability to produce different types of written assignments

Assessment:

At AS level students are required to pass 3 different modules:

AS Unit 1 Listening and writing

AS Unit 2 Reading and writing

AS Unit 3 Prepared Oral topic

At A2 level students sit 3 more modules:

A2 Unit 4 Oral Discussion of Issues

A2 Unit 5 Topics and Text

A2 Unit 6a Listening and Writing

6b Reading and Writing

6c Writing in Registers

French AS/A2:

The specification aims to:

- Develop understanding and skills of the spoken and written forms of French from a variety of registers.
- Communicate confidently and imaginatively using accurate, complex and varied language.
- Increase the sensitivity and positive attitude to language learning.
- Develop critical insights into the contemporary society, cultural background and heritage of France or countries where French is spoken.
- To learn about French History, geography, society, literature and cinema.
- The Advanced Subsidiary and Advanced GCE in French qualification rewards advanced-level French language skills and knowledge through student-focused assessment. With appealing content and opportunities to gain greater understanding of the French and of other cultures, it will prepare the students to become well-informed and effective communicators.

AS:

Unit 1: Spoken Expression and Response in French. This unit rewards students for their ability to converse in French on a general topic area that they have chosen in advance between the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us (tourism, environmental issues and the French speaking world)
- Education and Employment

Unit 2: The unit requires students to understand and convey their understanding of French-language texts and recording. In addition, students will need to produce an essay to demonstrate an ability to manipulate the French language in continuous writing. Students will be expected to recognise and use the French language in a variety of contexts and in relation to a prescribed range of general topic areas (see Unit 1)

A2:

Unit 3: The unit requires students to demonstrate their effectiveness of their French-language skills by presenting and taking a clear stance on any issue of their choice. They will be expected to interact effectively with the teacher/examiner, defend their views and sustain discussion as the teacher/examiner moves the conversation away from their chosen issue. They will be expected to use the language of debate and argument to discuss their issue and will also be assessed for understanding as well as communication and quality of spoken language.

Unit 4: This unit requires students to demonstrate skills in advanced-level French writing (discursive or creative essay) and translation from English into French. The unit also requires students to demonstrate evidence of independent, advanced-level French-language reading and research of a chosen text, play, film or topic area that links to the culture and/or society of a French-speaking country, countries or community. The content of this unit will be linked to the AS topic areas and the following topic areas:

- Customs, traditions, beliefs and religions
- National and international events (past, present, future)
- Literature and the arts

Geography

Course Content:

In our geography AS/A2 course we aim to enable students to develop their understanding of geographical concepts and processes in our changing world. Students become aware of interactions and relationships on a local and global scale and learn to apply their knowledge addressing contemporary issues, using geographical skills and techniques.

We follow the Edexcel syllabus and the students are assessed through external exams at the end of years 12 and 13.

Throughout the course students extend their knowledge and understanding of physical, human and environmental geography through learning about relevant and engaging issues.

AS:

In year 12 we study the following topics:

- World at Risk (includes climate change and natural hazards),
- Going Global (includes globalisation, population distribution and wealth and poverty),
- Extreme Weather
- Unequal Spaces (looks at rural and urban disparities).

Assessment:

One 1 ½ hour examination and one 1 hour examination. Weighting: 50% of the A2 Level qualification.

Time allocation: 6 periods per week, split evenly between human and physical geography and 5 hours homework per week.

A2:

In year 13 we take the following modules:

- Contested Planet (considers the use and management of resources in the world),
- Geographical Research (focusing on skill development).

Assessment:

One 2 ½ hour examination and one 1 ½ hour examination. Weighting: 50% of the A2 Level qualification.

Time allocation: 6 periods per week, split evenly between human and physical geography and 5 hours homework per week.

History

Aims:

Candidates will be expected to:

- Demonstrate an understanding of the complexity of issues and themes within a historical period.
- Distinguish and assess different approaches to, interpretations of, and opinions about, the past.
- Express awareness of historical concepts such as change and continuity, and cause and effect in the past.
- Present a clear, concise, logical and relevant argument.
- Evaluate and interpret source materials as historical evidence, and demonstrate facility in their use.

Expectations 1 - 4 will be tested in essay questions. No attempt will be made to allocate mark weightings separately to these four objectives. Objective 5 will be tested in source-based questions.

Course Content:

Term	Content	Time Allocation Per week
Autumn	Modern European History	6 hours contact time 5 hours independent study
Spring	International History	6 hours contact time 5 hours independent study
Summer	Rise of Nationalism	6 hours contact time 5 hours independent study

Assessment:

Advanced Level candidates enter for **two** of the components listed below; Advanced Subsidiary (AS) candidates enter for **one** of the components listed below. (Candidates wishing to follow a staged assessment route to the Advanced Level qualification may take the Advanced Subsidiary qualification first.)

Paper	Available
Paper 1: Modern European History, 1789 - 1939	June and November
Paper 2: Southeast Asia: From Colonies to Nations, 1870 - 1980	November only
Paper 3: International History, 1945 - 91	June and November
Paper 4: The History of Tropical Africa, 1855 - 1914	November only
Paper 5: The History of the USA, c. 1840 - 1968	June and November
Paper 6: Caribbean History, 1794 - 1900	June only

All papers will be of 3 hours' duration, and are equally weighted. In all papers, except Paper 4, candidates will answer a compulsory source-based question (Section A), and three essay questions from a choice of seven (Section B). There is no source-based question in Paper 4. Candidates will answer four essays from a choice of ten.

Source-Based Questions:

For each paper, except Paper 4, a source-based topic will be prescribed. Candidates will be expected to have a sound 'A' Level knowledge of the topic, and an acquaintance with the kinds of sources available, and the uses to which they can be put. Questions will be based on sources that might be used by historians in assessing a period or topic. Candidates will be expected to have an understanding of the ways in which sources may be evaluated.

Business Studies

Aims:

- To develop students' critical understanding of organisations, the markets they serve and the process of adding value. This will involve consideration of the internal workings and management of organisations and the process of decision-making in a dynamic external environment
- To create students' awareness that business behaviour can be studied from the perspectives of a range of stakeholders including customer, manager, creditor, owner/shareholder and employee. In addition, students should be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity. Students should understand that business studies draws on a variety of disciplines and that these perspectives and disciplines are interrelated
- To enable students to acquire a range of skills including decision-making and problem solving in the light of evaluation and, where appropriate, the quantification and management of information. It should be noted that not all of the above aims are necessarily subject to formal assessment.

It is important that students understand:

- the nature and process of decision-making within organisations
- organisations in different business sectors and environments, recognising that they face varying degrees of competition. These organisations include:
 - large and small
 - local, regional, national and multinational
 - profit and not profit making
- the current structure of business and business practice
- the importance of seeing business problems and situations through different perspectives
- that information management and information communication technology affects all functional areas of business. Students should understand that the efficient use of information depends upon the establishment of effective IT-based information management systems
- how to identify business problems, plan appropriate investigations into such problems, and make justifiable decisions consistent with their analysis of primary and/or secondary material in order to suggest solutions to those problems.

Course Content:

Term	Content	Time Allocation Per week
Autumn	Business structures Objectives Legal forms of business Competitive influences Business objectives Economic influences Marketing Market research Marketing mix Products and pricing Promotion and distribution	6 hours contact time 5 hours independent study

Term	Content	Time Allocation Per week
Spring	Operational efficiency Economies and diseconomies of scale Stock control and JIT Financial management Capital and revenue expenditure Profit and loss Balance sheets Depreciation Working Capital Ratio analysis Budgeting Introduction to costing Break-even analysis Contribution	6 hours contact time 5 hours independent study
Summer	Legal, political and social influences Internal organisation Management Communications in business Management Information Systems Motivation	6 hours contact time 5 hours independent study

Assessment

Exam papers are 3 one hour papers based on the 3 units studied during the year:

- Unit 1 Business structures, objectives and external influences
- Unit 2 Marketing and production
- Unit 3 Financial management

The candidate is examined on a case study of an industry or business.

Applied Information and Communication Technology

Aims:

- Help develop a broad range of ICT skills and knowledge of the uses of ICT in vocational contexts, as a basis for progression into further learning in ICT-related fields, including progression from AS to A2;
- Develop an understanding of the constituent parts, uses and applications of ICT systems within a range of organisations, including the use of basic computer networks;
- Develop an understanding of the effect of these ICT systems on society in general;
- Develop an understanding of the main systems life cycle and apply this understanding to workplace scenarios.

In addition, the aims of the Advanced GCE curriculum in Applied ICT are to encourage candidates to:

- Apply their knowledge and understanding of ICT and use these skills in vocational contexts;
- Develop an understanding of the constituent parts, uses and applications of ICT systems within a wide range of organisations, including the use of a range of computer networks;
- Develop an understanding of project management skills and other problem solving skills.

The two Assessment Objectives in Applied Information and Communication Technology are:

- Practical Skills
- Knowledge and understanding

Practical Skills:

At AS level candidates should be able to:

- Select appropriate software for the task;
- Communicate effectively with other ICT users using e-mail and search for appropriate information using the internet;
- Prepare, create, amend and edit documents and interactive presentations;
- Create both flat-file and relational database structures, add data, check the data entry, perform searches, reorganise data by sorting and present calculated values based on the data;
- Create graphs and charts;
- Integrate data from several sources;
- Output data in different forms;
- Create and test a data model using a spreadsheet, extract and summarise data in a variety of forms.

Administrative Details

It is hoped that the following administrative information will prove useful. For ease of reference the subject headings have been arranged alphabetically.

Admission

Entry to the 6th Form is based on the following criteria:

Age:

Normally the initial criteria for entry to 6th form would be the following age categories. Older students may be accepted but would need to comply with the necessary qualifications specification.

Key Stage	Class	Age Reached During Year
Sixth Form	Year 12	17
	Year 13	18

Qualifications:

To be accepted on any 'AS' course the applicant should hold a minimum of a 'C' pass at IGCSE, GCSE or equivalent in their chosen subject. Normally, the expectation for any student hoping to complete studies to 'A' level would be 5 IGCSE or GCSE levels each with a minimum 'C' pass.

International School Villa Amalienhof Registration Procedure:

The following are required:

- Valid birth certificate or current passport.
- Previous academic reports.
- Examination Certificates.
- A fully completed application form which gives comprehensive information including medical details and emergency contact numbers. The form should be completed as fully as possible in order to give an accurate picture of the student's abilities so that he or she can be given the appropriate support as soon as possible.
- A medical certificate from the family doctor.
- Two passport photographs.

Assessment:

- Students' progress and achievements are under continual cumulative assessment by subject teachers.
- Students' half-yearly progress is assessed during the January mock examination process.
- External examinations take place during May and June each year for Year 11, 12 and 13 students.
- Depending on Examination boards, students are able to re-sit in either November or January.

Attendance:

The school year comprises approximately 180 teaching days.

Absence:

If parents wish to take their children out of school for specific reasons, e.g. family issues, they need to make a

formal request to the Head of School, asking for authorisation for the planned absence. In exceptional cases the Head of School will give authorisation.

If a student is absent from school for any reason, the following procedures should be followed:

- The school should be telephoned in order that the student's tutor can be informed.
- The school should be provided with any information regarding the possible length of absence.
- A letter should be written to the tutor, on the student's return, explaining the absence.

If the parent has prior notice of any absence the teacher should be notified in good time to facilitate planning and communication.

Leaving the school before the end of the school day:

If for any reason a student needs to leave the school before the end of the school day:

- Prior written information about the reason for leaving should be sent to the 6th Form tutor.
- Students must sign out in Reception.
- Staff must be kept informed of the whereabouts of the students at all times.

Book Fee

- There is a non-refundable book fee of 200 Euros per year
- All pupils will be asked to sign for all books they receive and return them at year end.

Behaviour

The aim of the school is to encourage an atmosphere of tolerance, understanding and self-discipline. Students are expected to behave in a manner that is both sensible and respectful at all times.

In the first instance the school prefers to discuss things with the students involved, to find a solution rather than to punish. Where offences are repeated or severe, sanctions are applied. Parental support with regard issues of discipline is much appreciated. Experience has shown a united front to be the most effective way forward.

Communication between Home and School

We see communication between school and home as vital. The first point of contact is always the tutor. The Deputy and the Head of School are always available for further information and support if necessary. Progress reports, updating parents with regard student attainment and effort, are compiled every term.

Dress

6th Form students are expected to dress in a smart business like way. Jeans are not permitted.

Jewellery:

- Only stud earrings may be worn.
- Chains or necklaces may only be worn inside the student's shirt.
- All chains must be removed for sport lessons.

External Examinations

The school uses two examination boards. Edexcel (London) and Cambridge International Board (CIE). The Examinations Officer carries out the administration of external exams. The full cost of these exams is payable in addition to the normal school fees.

Food and Drink

Evidence has shown that students learn more effectively after a good breakfast. Parents are encouraged to give their child the opportunity to eat well before attending school.

Break:

Students may choose to bring their own snacks or purchase from our caterer. It is recommended that students bring a healthy snack such as fruit, yoghurt or a sandwich, rather than sweets or chocolate.

Lunchtime:

Meals and packed lunches are eaten in the school restaurant, supervised by class teachers.

School meals:

Information regarding the hot lunch programme can be obtained through the school office.

Health and Welfare

Medical Forms

When registering, the parents or guardians will be asked to complete a Student Medical Information Form. The information provided will be classed as confidential and will be used to ensure the child's safety and well being while in school. The information is retained in the child's file and is also stored in a separate medical file to allow quick access in the event of an emergency.

Tutors will also be informed of any medical problems and will be given a copy of the medical form to retain with their Tutor Group Files.

Medication

From time to time students may need to take medication during school time. Where this is the case, tutors should be informed. Parents should be aware that tutors cannot be responsible for the administration of medicines.

Accident or Injury

In the event of an accident or injury, every attempt will be made to contact the parents. In order to assist with this, parents are encouraged to give all contact telephone numbers and to name an emergency contact person on the medical form.

If parents or the emergency contact person cannot be contacted, the School Co-ordinator will decide the best course of action in the given circumstances. A written report will be filed of any accident occurring on school property or of any medical treatment required as a result of any injury.

Homework / Private Study

The consolidation of learning takes place most effectively when students work at home. To this end, subject teachers set regular homework tasks.

Parents can support the school by:

- Displaying a positive attitude to homework and valuing its importance while recognising it is the student's own responsibility to complete the work.
- Providing a quiet and suitable place for the student to do his or her homework.

The amount of homework will increase as the student progresses through the school. By the 6th form it will have reached 5 hours per subject per week.

Library Facilities

The school library provides a wide range of fiction and non-fiction books in both English and German.

Lockers

All students are entitled to a locker. At the start of the autumn term a returnable deposit of €10 is payable to Mr Fretwell.

Mobile Telephones

The school realises that mobile telephones are very much a part of everyday life but they must not be allowed to interfere with the running of the school. With this in mind, the following should be complied with:

- Mobile telephones must be switched off during the school day i.e. 08.50 until 16.00.
- If, in the event of an emergency, a parent should find it necessary to contact their child during school time, they should telephone the school secretary who will pass the message on.

Parents' Evenings

Parents will be given the opportunity each term to have a private consultation with their child's subject teachers and tutor in order to discuss academic progress and social welfare. It is hoped that all parents will make full use of this opportunity to discuss their child's educational progress. However, should any concerns arise in the interim, parents should feel free to contact either their 6th Form Tutor or the Deputy Head. The school views education as a threefold partnership between teacher, student and parent and, to that end, parents should feel free to contact subject teachers and arrange a meeting throughout the school year to discuss any questions, concerns or difficulties that might arise. This should be done sooner rather than later in order that issues can be addressed as soon as possible.

Parents' evenings take place twice a year

Parents' Orientation Evening

Once a year, at the beginning of the Autumn term, parents of primary children are invited to an 'Orientation Evening', the so called 'Meet and Greet' evening.

The evening is intended to provide information about the general organisation of the school and introduce the parents to the teachers. It gives parents an opportunity to meet other parents and members of the school community.

This is an informal evening and we hope that the parents will find it both informative and enjoyable.

Autumn Term

Shortly before the October holiday, parents will be invited to an interview to discuss how their child has settled in to the new school year and to discuss plans and targets for the coming year.

Spring Term

At the end of January, the students will have completed their first half-year. Year 12 parents will receive a half-year report about their child's progress.

Due to their imminent exams, parents of year 12 and 13 students will receive full reports at this time.

Summer Term

Shortly before the end of term Year 12, parents will receive a comprehensive end of year report. They will then be given the opportunity to discuss their child's achievements with subject teachers and plan study topics for Year 13.

Years 11 and 13 receive their exam results in August in lieu of a school report.

Safety

Student safety is of paramount importance. For safety's sake parents are urged to PLEASE park in the designated drop off zone at the school gate.

The car park on the right-hand side of the drive is reserved for student play and the area immediately in front

of the school building is the preserve of delivery vehicles and taxis.

Parents are encouraged to please watch their speed when driving in or near the school.

We thank you for your co-operation in keeping our school a safe place for your children.

Student Council

Every class will elect one student council representative and an alternate. The council meets once a week with a faculty mentor. They provide input, information and help make decisions regarding student life at International School Villa Amalienhof.

Tutors

The tutor is the focal point of communication for the staff, students and parents. He is the first point of contact for all **students** in the group when queries or problems arise, the first point of contact for the **staff** for matters concerning members of the group, and the first point of contact for the **parents** regarding their child's well being and progress in school.

University Entrance

During Year 12 and 13, students wishing to apply to UK Universities are given guidance on the completion of the so-called UCAS forms.

British Universities

Students who apply for admission to British universities do so through UCAS. UCAS is the central body that processes applications for all courses for all universities and colleges in the UK

The school provides support from initial application through to final college selection.

German Universities

Students wishing to pursue further education in Germany should apply directly to the university of their choice. To help students in their further education progression, they are advised as to the most suitable AS and A2 subjects.

US Universities

In October, there is an opportunity for students to attend an American Universities Fair at the John F Kennedy School.

Students then apply directly to the chosen university. The school is available to provide support and help in course and college selection.