



Key Stage 5 Options Booklet

Academic Year 2023-2024

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Introduction- Head of Secondary and Deputy Head of Secondary



Rhys Headley
Head of Secondary

Welcome to GEMS FirstPoint School (FPS) in Dubai.

We are delighted that you are considering joining us in the next step of your child's educational journey and look forward to welcoming you to our future-focused and fully inclusive learning environment. We urge you to visit us if you haven't already done so.

At FPS, we encourage our learners to be prepared for whatever challenge they may face. Yes, it is important that they are prepared for the future beyond school, but they also need to be ready for the challenges they face today. Embracing our vision of empowering students to achieve their potential and Find Personal Success, we encourage them to be FPS READY:

Be Resilient – Our students achieve high attainment through hard work, practice and perseverance.

Be Empathetic – We inspire learners to be collaborative and confident, but to also be concerned for society, displaying compassion, kindness and respect.

Be Adaptable – Our school provides an environment where stakeholders are open-minded, and where risk-taking is encouraged.

Be Dynamic – Our students thrive in areas of passion – they are encouraged to be enquiring, creative and enterprising.

Be You – Every child has talents and abilities that are as unique as their personalities – we inspire students to follow our school commitment: "Achieve YOUR Potential and Find Personal Success".

Our values are inspired by those of GEMS Education as a group, and by our commitment to the Values, Attitudes and Attributes (VAAs) of High Performance Learning (HPL): Empathetic, Agile and Hard Working.

The United Kingdom (UK) Curriculum is highly respected and world-renowned. Students who study in UK curriculum schools go on to study at top universities around the world. At FPS, we pride ourselves on the level of support and variety of pathways that we offer our students and want to work with you to ensure you make the right choices.

At this point in their education, students narrow and deepen their learning based on their interests or future pathway choices. We understand that choosing a school is an important decision and we are confident that FPS is the right choice for your child.

We look forward to welcoming you to our school community and working together to ensure your child's success.

Making Choices for the Future- Deputy Head of Secondary



Lewis Hammill
Deputy Head of Secondary

Advanced Level (A Level) and Business and Technology Education Council (BTEC) qualifications are an important milestone in a student's academic journey; the subjects chosen can have a significant impact on their future university and career opportunities. I would like to offer some advice to both parents and students when selecting their post-16 pathway.

It's essential to consider several factors before making your choices:

- ✓ Think about your interests and strengths: Selecting subjects that you're passionate about and have a natural ability for will increase your motivation and make it easier to excel in your studies.
- ✓ Consider your career aspirations: Think about the subjects that will be relevant to your future academic and professional goals. Some university courses and professions require specific A Level subjects as prerequisites, so be sure to research your desired field thoroughly.
- ✓ Get advice from teachers and our careers counsellor: Your teachers and Ms. Rush can provide valuable guidance on the suitability of particular subjects for your individual abilities and aspirations.
- ✓ Don't be afraid to challenge yourself: A Levels are designed to be challenging, so it's important to push yourself outside of your comfort zone and select subjects that will stretch you academically.
- ✓ Keep a balanced combination of subjects: A good combination of subjects includes a mix of subjects from different areas. This balance will keep your options open when considering further education or career paths.
- ✓ Look at the course structure: Consider the structure of the A Level course. Some subjects may have a higher percentage of examinations, while others may have more coursework. Make sure that you select subjects that suit your preferred learning style.
- ✓ Be realistic: It's important to be realistic about your academic abilities and the amount of time and effort required to succeed at A Levels. Choosing a combination of subjects that are too challenging may lead to undue stress and disappointment.

In summary, selecting A Level subjects should be a thoughtful process that considers both your personal interests and career aspirations. Take the time to research, consult with teachers and careers advisers, and make informed decisions that will set you on a path to academic and professional success.

Please do seek additional information and guidance, we are here to support you throughout this process.

Meet Our Team- Secondary Leadership Team

Our Secondary Leadership Team plays a crucial role in the strategic development of FPS. Their responsibilities are tailored to support and develop the educational experiences of students and parents.



Emma Monteith
**Assistant Principal-
Teaching and Learning**

As you embark upon this next stage of your educational journey at FPS, you will be tasked with making important decisions about what you choose to study and why. I am in my 6th year at FPS and lead on teaching and learning across the whole school. Our provision is poised to ignite enthusiasm and inspire academic passion; it is important that you choose subjects that you love. This process also encourages you to think about what you want for your future beyond FPS. So when making choices for your options, it is crucial that you delve into the core components of each subject and gain a thorough understanding of the content, examination formats and the pathways that these subjects will lead you towards. I look forward to supporting and guiding you through this exciting time and working to provide the best possible learning experiences.



Laura Nulty
Assistant Headteacher

I am currently in my 5th year at FPS and have been in the UAE working for GEMS Education for 10 years. Throughout this time I have gained a great deal of experience in guiding cohorts through external examinations, with extremely successful results. Currently, my responsibilities include raising attainment and intervention. I work closely with our Heads of Department to positively impact the outcomes of the students. These programmes not only focus on academic attainment, but also ensure that student wellbeing is at the forefront of all that we do.



Nathan Jackson
Assistant Headteacher

This is currently my 7th year working at FPS. During this time, I have worked extensively with the Key Stage 4 and 5 leaders. In doing this, I have obtained a vast amount of experience in how to support our students and families through challenging times and have seen our student outcomes improve year on year. My responsibilities are centered on the all-round pastoral care of our students. I work closely with the Heads of Year and Form Tutors to deliver the highest standards of attendance, punctuality, behaviour, uniform and equipment. We work to deliver a high-quality registration and assembly programme that ensures wellbeing and examination preparation is a main focus for all.



Sarah Barr
Assistant Headteacher

You are currently at a pivotal point in your academic journey. You have the opportunity to further explore the elements of your education that you enjoy and which spark a love of learning. Rest assured, you will be supported by all of our staff members. We are highly experienced in providing help, please do ask. I have had the pleasure of working with students at FPS for 7 years, which has included providing support and access to enable all students to find a suitable, yet challenging pathways of study that enables them to grow and achieve. My responsibilities include student wellbeing, student leadership and provision for Key Stage 5 students. I will be working closely with you all to ensure that you grow both academically and personally. Moreover, I provide specific support to the Head of Year 12 and 13.

Welcome- Heads of Year

Each year group has an assigned Head of Year. The Head of Year is responsible for the pastoral care and academic progress of students in that cohort. Their role is to support and guide students through their academic and personal development, working closely with parents, staff and external agencies. Families will receive their child's Head of Year information at the end of this academic year. Below, we hear from the current Head of Year 12 and Head of Year 13.



Nicole Smyth
Head of Year 12

My name is Miss Smyth and I am Head of Year 12. I am thrilled to welcome all new and returning students to Year 12 and look forward to getting to know you all on an individual basis. My role this year involves overseeing all Year 12 students and supporting them throughout every aspect of their post-16 life. My vision for Year 12 is to create a group of self-believers who are resilient and adaptive to any situation, as I believe strongly in developing students both academically and pastorally. Furthermore, I will strive to celebrate all student achievements and maintain high levels of motivation both inside and outside of the classroom.

I fully recognise that the transition from Key Stage 4 to Key Stage 5 is a significant one and all the pressures that come with being a Year 12 student. My objective is to create an open environment with clear lines of communication where students feel safe and listened to. Student wellbeing is of the utmost importance and through creating an inclusive environment, I hope that students will feel comfortable to come forward and speak about any concerns they may have so that we can work together to find a solution.

To further support with student wellbeing in Year 12, the Key Stage 5 team will introduce students to the 'VESPA Programme- The A Level Mindset' during form time to help students develop their key competencies. This will provide all students with a strong foundation to enable future successes. The focus of this model is to be effective and consistent with regards to students; Vision, Effort, Systems, Practice, and Attitude. The aim and purpose behind this focus being to create a mindset for students which will drive achievement. This programme will run weekly during 'Mindset Monday' in form time and throughout school assemblies.

Lastly, I feel incredibly privileged to undertake the role of Head of Year 12 for this academic year. I look forward to working with both students and parents on an individual basis and anticipate a fantastic year ahead!



Matthew Flower
Head of Year 13

As Head of Year 13, I have the privilege of leading and guiding our senior students through the final year of their high school journey. Our Year 13 students are at an exciting stage in their academic and personal development, and my role is to ensure that they have the support and resources they need to achieve their goals.

One of my key responsibilities is to foster a culture of academic excellence among our Year 13 students. This means creating an environment where they feel challenged and motivated to achieve their best possible results. I work closely with our teaching staff to develop strategies and programmes that encourage academic growth, while also providing a range of resources and support to ensure that each student is able to reach their potential.

In addition to academic excellence, our Year 13 vision is to help students develop the skills and qualities they need to thrive in their post-school lives. This includes developing resilience, leadership skills and a sense of social responsibility. To this end, we offer a range of opportunities that allow our students to explore their interests, develop new skills, and make a positive contribution to our school community.

Preparing students for the challenges and opportunities that lie ahead is a key focus area for Year 13. This includes helping them navigate the university application process, exploring vocational pathways and developing the skills and knowledge they need to succeed in their chosen fields. We also equip our students with the life skills they need to thrive as young adults, such as financial literacy, time management and self-care.

Overall, my role as Head of Year 13 is to ensure that our students are well-equipped to take on the next stage of their lives with confidence and resilience. With a focus on academic excellence, personal development and post-school readiness, we are committed to helping our Year 13 students achieve their full potential and make a positive impact in the world.

FORM TUTORS

All students will have a designated Form Tutor. The Form Tutor is the first point of contact for all personal development, care, guidance and support queries. Families will receive their child's Form Tutor information at the beginning of the academic year.

Meet our Team- Student Development and Support

The wellbeing and personal development of all students is prioritised at FPS. Families receive highly effective personal, academic and careers guidance and support.



Natasha Rush
Director of Careers

My role is to help students and parents navigate the complex world of careers and higher education. I work closely with students to help them identify their skills, interests, and values, and to explore potential career paths that align with their goals and aspirations. I provide guidance on educational and vocational pathways, internships and externships. I also help students develop key employability skills through the curriculum and provide support in finding 'working in industry' opportunities. For parents, I am available to answer any questions that you have about your child's education and career options. I offer advice on how to support your child in making informed decisions about their future and help them navigate the many resources available to them. My goal is to help students and their families make well-informed decisions about their future and to support them in achieving their career goals.



Ingrid Babayan
Head of EAL

My role is to support students who are learning English as a second language. I ensure that these students have access to the same high-quality education as their peers and are fully integrated into our community. I work closely with teachers to identify students who need EAL support, develop individualised learning plans and provide resources to help them improve their language skills. For parents, I am a point of contact to discuss your child's progress and any concerns that you have. I provide regular updates on your child's language development and work closely with you to ensure that you have the information and resources that you need to support your child's learning journey. My aim is to ensure that every student in our school has an equal opportunity to succeed, regardless of their language background.



Mark Ellis
Head of Inclusion

My role is to support students with special educational needs and disabilities (SEND) and ensure that they receive the necessary support to succeed academically and socially. I work closely with students, teachers, parents and external agencies to identify students with SEND and assess their needs. My team then creates individual education plans (IEPs) to help them reach their full potential. I also coordinate interventions and support programmes, such as speech and language therapy, dyslexia support, and emotional wellbeing programmes. Additionally, I liaise with examination boards to ensure that students receive any necessary accommodations during examinations. My goal is to create an inclusive learning environment where every student feels valued, respected and supported.



Susan Mahachi
Student Counsellor

My role is to ensure the emotional and mental wellbeing of students. I work with students to help them identify and address any issues that may be affecting their academic performance or personal lives. My role includes offering individual counselling sessions to students, as well as organising group workshops and seminars on topics such as stress management, anxiety and coping skills. I work closely with teachers and other school staff to identify and support students who may be struggling. For parents, I provide resources and guidance on how to support your child's mental health and wellbeing. I also serve as a liaison between parents, FPS and external agencies, providing information and recommendations as needed. My aim is to create a safe and supportive environment where students can thrive academically and emotionally, and to empower them with the tools and resources they need to achieve their full potential.

Qualification Overviews

A LEVEL

A Level is a qualification that is typically taken by students after they finish their GCSEs. It is an advanced level of study that prepares students for university or other higher education programmes.

A Level courses typically take two years to complete. Some A Levels are modular, meaning that examinations will take place at separate points throughout the two years. Most are linear, meaning that examinations will take place at the end of the second year. In some subjects, non-examined assessments (NEA-coursework) may also be required, which is assessed by teachers and moderators.

The grading system for A Levels is A* (the highest), followed by A, B, C, D, and E. Students who do not achieve a pass grade receive a U (ungraded). A Level grades are often used by universities as part of their admission criteria, with top universities typically requiring A and A* grades for entry into competitive programmes. In the United Arab Emirates (UAE), the Knowledge and Human Development Authority (KHDA) considers a grade C to be working at curriculum standards and grades B and above to be above curriculum standards.

A Level qualifications are designed to be challenging and demanding, with an emphasis on independent learning and critical thinking. Students are expected to be self-motivated and able to manage their time effectively. The course content is more advanced than that of GCSEs, and students are expected to have a deeper understanding of the subject matter.

Some of our subjects are International Advanced Level (IAL) qualifications. They carry the same recognition as A Levels, but are more internationally focused. The curriculum is designed to be suitable for students from a variety of countries and educational backgrounds. Our Heads of Department use their knowledge and expertise to select the most appropriate qualification type for our students.

BTEC

International BTECs combine practical learning alongside subject and theory content. These qualifications are accredited by professional bodies and are developed in partnership with global businesses which allows students to develop the employability skills employers are seeking. This makes them well-regarded by both employers and universities as the courses enable students to develop useful hands-on skills such as time management, communication, problem solving and planning. The BTECs are assessed through a series of work based activities and coursework which makes them ideal for students who find examinations difficult.

The BTECs we offer allow students to focus on a career-based progression such as game design or entrepreneurialism and are flexible which enables them to be studied alongside A Levels or as a combination of BTECs. They can support students in a wide variety of pathways including taking their skills straight into employment or university.

ATTENDANCE AND PUNCTUALITY FOR A LEVEL AND BTEC QUALIFICATIONS

It is important that students attend school and are punctual throughout their A Level learning years. Research and trends show that students with 98%+ attendance and punctuality attain higher grades. Family holidays during term time will be recorded as unauthorised absence.

RESULTS

The examination results are published in mid-August. The Examinations Officer will communicate the process of collection and specific details with all families.

Post-16 Pathways and Specialism- Internships and Externships

POST-16 PATHWAYS

The Year 12 timetable is structured so that students avail of a bespoke Post-16 Pathways curriculum. This curriculum is intended to provide students with the opportunity to participate in a variety of different courses to complement their studies and focus on developing them to reach their future aspirations. The programmes are designed to ensure that students are developing and extending their learning outside of the taught A Level curriculum, to increase their successful application to further education and beyond.

Examples of the pathway programmes are:

- ✓ Extended Project Qualification (EPQ)
- ✓ Talk like Ted
- ✓ Preparation for university life
- ✓ Mindfulness and self-development
- ✓ Pearson Short Courses Qualifications
- ✓ Duke of Edinburgh
- ✓ BTEC Unit Qualifications

SPECIALISM- INTERNSHIPS AND EXTERNSHIPS

It is estimated that around 85% of the current job roles students are preparing for do not currently exist in the market. Therefore, it is imperative that students are expanding their key employability skills through the use of internships, externships and university partnerships. Students are encouraged to pursue these experiences to advance their interests and current academic studies.

At FPS, we are fortunate to work with GEMS For Life, an online platform, for all students to explore internships and external courses that can prepare students for future studies and employability. Most recently we have had students working with Al Ansari Exchange in a number of business-related roles, such as marketing and finance. This website is frequently updated and offers a wide range of activities for students to register their interest for.

In addition, there are a number of roles within school available to students to give opportunities to focus on leadership and developing skills further. Currently this includes, social media interns and student council teams.

Furthermore, external visits to current university partners are a vital aspect of the specialism strand here at FPS. Students have a range of opportunities for virtual and on campus study linked to their interests and future career aspirations. We have taken students to mock trials and law lectures, as well as questions and answers with Psychology and Architecture professors. Interacting with university staff is a benefit for students who can network within their field as well as gain an insight to the level of university education they would receive.

Careers Exploration at FPS

WHAT ARE YOUR NEXT STEPS?

Thinking about your future career pathway can often be a very daunting and stressful time for students and parents. The decisions regarding career roles, further education and course choices in school can be complex and require support and guidance.

FPS offers a range of personalised support to students and their families, through the dedicated careers programme, boasting both in school and external opportunities for students. The vision of the careers curriculum is to foster interest in personal development and enhance the employability skills of students to truly prepare them for life beyond secondary school.

WHAT IS UNIFROG?

As a school, we use a programme called Unifrog. This is a programme that our returning students in Key Stage 5 will be familiar with. Unifrog is the complete destinations platform, showing global university destinations and courses available to students. Both students and parents are able to log in to view the wealth of resources created.

In particular, students will use the platform initially to complete psychometric tests and interests quizzes to highlight potential careers and courses to explore in more detail. From the initial stages, students start to build their profiles, adding in experiences and certificates gained to prepare for writing and sending their personal statements and applications to various global universities.

WHAT CAREER DEVELOPMENT OPPORTUNITIES ARE AVAILABLE IN KEY STAGE 5?

We are proud to offer a range of development opportunities to Key Stage 5 students to gain industry skills and networking experience. As part of the GEMS network students are able to participate in a range of internships, through GEMS For Life, with companies such as IX Launchpad and YSpot. In addition, we have an established range of university partnerships to offer workshops and seminars linked to different career options.

WHAT DESTINATIONS DO OUR STUDENTS GO TO?

There are a range of university destinations available and so finding the right course at the right university can often be a challenge. Considerations such as external assessments, entry requirements and fees are important to choosing the right university for your future studies.

Popular destinations for university include the UK and Ireland, USA and Canada, UAE and Europe. The graph below shows the destinations of our students in summer 2022.



Examinations Officer, Boards and Fees



Nada Yasser
Examinations Officer

My role is to ensure that all students are given a fair opportunity to demonstrate their knowledge and skills through well-organised and well-executed examinations.

I work closely with teachers to ensure that all examination materials and procedures are in compliance with the curriculum, and that all relevant policies and regulations are followed. I strive to create a positive and supportive environment that encourages students to do their best and provides them with the necessary resources and information to prepare for their examinations.

Furthermore, I keep parents informed of important examination dates, procedures, and results, and am available to answer any questions or concerns that students and parents have. I work collaboratively with all stakeholders to promote academic success and to help ensure that students are well-prepared for their future educational and career endeavors.

EXAMINATIONS BOARDS

CORE:

ISLAMIC STUDIES (MUSLIM STUDENTS ONLY)- Ministry of Education

ARABIC A- Ministry of Education

MORAL, SOCIAL AND CULTURAL STUDIES- Ministry of Education

PHYSICAL EDUCATION (CORE)- National Curriculum

OPTION:

ART AND DESIGN- Edexcel Pearson

BIOLOGY- AQA

BUSINESS- Edexcel Pearson

CHEMISTRY- AQA

COMPUTER SCIENCE- Cambridge Examinations

DESIGN TECHNOLOGY: FASHION AND TEXTILES- Edexcel Pearson

DESIGN TECHNOLOGY: PRODUCT DESIGN- Edexcel Pearson

DRAMA AND THEATRE- Edexcel Pearson

ECONOMICS- Edexcel Pearson

ENGLISH LANGUAGE- Edexcel Pearson

ENGLISH LITERATURE- Edexcel Pearson

GEOGRAPHY- AQA

HISTORY- AQA

MATHEMATICS- Edexcel Pearson

FURTHER MATHEMATICS- Edexcel Pearson

MUSIC- Edexcel Pearson

MEDIA STUDIES- AQA

PHYSICAL EDUCATION (A LEVEL)- AQA

PHYSICS- AQA

PSYCHOLOGY- AQA

SPANISH- Edexcel Pearson

VOCATIONAL:

BTEC ENTERPRISE AND ENTREPRENEURSHIP- Edexcel Pearson

BTEC SPORT- Edexcel Pearson

EXAMINATION FEES

Examination entries are paid by the families. This is an additional charge to the school fees. We support families through the process, without financial gain.

Key Stage 5 Curriculum and Option Blocks

CURRICULUM

What grades do I need to get at GCSE to be able to study at FPS?

- ✓ A minimum of 5 GCSE subjects with grades 9-4, including English and Mathematics.

Do any subjects have a minimum entry requirement?

- ✓ Biology, Chemistry and Physics- grade 6.
- ✓ Mathematics- grade 6 and Mathematics and Further Mathematics (Option D)- grade 8.
- ✓ Economics- grade 6 in Economics or Mathematics.

How many option subjects will I take?

- ✓ Most students take 3 A Level subjects, some students take 4.
- ✓ For those students that take 3, we strongly advise that they take the Extended Project Qualification (EPQ).

Can I mix A Level and BTEC qualifications?

- ✓ Yes.

How many hours per week will I study the option subjects for?

- ✓ 6.

Do I get 'free-time'?

- ✓ When you are not in class, you have independent study time allocated on your timetable. Independent study in post-16 is important, this extra study is to be used purposefully and helps students make progress in their subject. It can also be used to provide useful evidence for UCAS, internships, externships and job applications.

Will I get access to my first choice?

- ✓ We work to provide all students the opportunity to study their preferred subjects, however this cannot be guaranteed.
- ✓ There is a maximum class size of 18 students.
- ✓ Priority will be given to those that display a positive attitude towards learning and home learning.
- ✓ Attainment and progress will also be considered.

OPTION BLOCKS

Students will select one subject from each option block. Students cannot pick more than one subject from the same option block.

OPTION A	OPTION B	OPTION C	OPTION D
ART AND DESIGN	BIOLOGY	BUSINESS	BUSINESS
BIOLOGY	CHEMISTRY	CHEMISTRY	COMPUTER SCIENCE
COMPUTER SCIENCE	ECONOMICS	ENGLISH LITERATURE	DESIGN TECHNOLOGY: PRODUCT DESIGN
DRAMA AND THEATRE	ENGLISH LANGUAGE	MATHEMATICS	GEOGRAPHY
MATHEMATICS AND FURTHER MATHEMATICS	HISTORY	PHYSICAL EDUCATION	MATHEMATICS
PHYSICS	MATHEMATICS	PHYSICS	MEDIA STUDIES
BTEC SPORT	MEDIA STUDIES	POLITICS	PSYCHOLOGY
EXTENDED PROJECT QUALIFICATION (EPQ)	EXTENDED PROJECT QUALIFICATION (EPQ)	SPANISH	EXTENDED PROJECT QUALIFICATION (EPQ)
		BTEC ENTERPRISE AND ENTREPRENEURSHIP	
		EXTENDED PROJECT QUALIFICATION (EPQ)	
GOLF CENTRE OF EXCELLENCE			

Core Subjects

Islamic Studies

EXAMINATION BOARD

Ministry of Education

BRIEF DESCRIPTION OF COURSE

The Islamic Studies students will study:

- ✓ Memorisation of selected passages from the Holy Quran.
- ✓ Memorisation and understanding of selected Hadeeth of the Prophet Muhammed (pbuh).
- ✓ Acquire knowledge and develop understanding of the beliefs and values of Islam.
- ✓ Consider the influence of the beliefs, values and traditions associated with Islam.
- ✓ Consider religious and other responses to moral issues.
- ✓ Rules of recitation (Tajweed).
- ✓ Studying the stories of all the prophets of Islam.

ASSESSMENT

Islamic Studies is internally assessed in each of the Years 10, 11, 12 and 13 with the final Ministry examination taking place at the end of Year 13. The internal assessment involves:

- ✓ Class work and assessment throughout the year (20%).
- ✓ Holy Qur'an (Oral) recitation and memorisation (20%).
- ✓ End of the year examination (60%).

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Applications	Reading and Writing	1 Hour	60	60%
Holy Qur'an (Oral)	Recitation	5-10 Minutes	10	10%
	Memorisation	5-10 Minutes	10	10%
Classwork and Assessment Throughout the Year				20%

The final examination in Year 13 will be attested by the Ministry of Education and this certification can then be used to verify that the student has followed the statutory course as required for employment and attendance at universities throughout the Middle East.

It is also important to note that Arab passport holders must study and sit examinations in Islamic Studies in Arabic.

ENTRY TIERS

The course is compulsory for all Muslim students who are directed by the Ministry of Education to follow a course in Islamic Studies. FPS will enter students through the Ministry of Education procedures which will be explained to students and parents prior to entry. The final examination will be set by FPS but must be approved by the Ministry of Education and will be taken by all Muslim students at the end of Year 13.

Arabic A

EXAMINATION BOARD

Ministry of Education

BRIEF DESCRIPTION OF COURSE

The syllabus covers the topics identified below and is intended for all Arabic native speakers to further their knowledge and understanding of the Arabic language. In Year 12 and 13, students will also have the opportunity to study further topics which are essential to pass the Ministry of Education examination.

The Arabic course consists of four elements:

Reading

- ✓ Analysing the words, fluency, and developing vocabulary.
- ✓ Understanding and assimilation.
- ✓ The response to literature and analysing the literary texts.

Writing

- ✓ Writing essays that contain systematic introduction, supported evidences and logical conclusions.
- ✓ The learners use and employ their ability and their knowledge of the language, style, and eloquence to write narrative, informational, persuasive, and descriptive texts.

Listening

- ✓ The learners listen to the audible texts and show understanding, distinguish and analyse the ideas, extract values and principles, evaluate the texts according to objective standards, and adhere to the etiquette of listening.

Speaking

- ✓ The learners show their ability in conversation such as fluency, confidence, organising the ideas, clarity, and using the paralleled elements of the language including: tuning, accent, gesture, and allusion.
- ✓ They participate effectively in official presentations such as speeches, public discussions, and debates, moreover to use conversation skill for various purposes as asking questions, exchanging information, re-formatting the audible texts, or narration of a story and providing different presentations.

ASSESSMENT

Arabic is internally assessed in each of the Years 10, 11, 12 and 13, with the final Ministry examination taking place at the end of Year 13. The internal assessment involves:

- ✓ Class work and assessment throughout the year (40%).
- ✓ End of the year examination (60%).

The final examination in Year 13 will be attested by the Ministry of Education and this certification can then be used to verify that the student has followed the statutory course as required for employment and attendance at universities throughout the Middle East.

ENTRY TIERS

The Ministry of Education requirement is that students who are native speakers of Arabic follow the Ministry syllabus until they sit a formal examination at the end of Year 13. This is essential for all native Arabic speakers who wish to work and attend university in the Middle East as they will be provided with an attestation that they have followed the course and achieved the appropriate standards.

Moral, Social and Cultural Studies

EXAMINATION BOARD

Ministry of Education

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

Moral, Social and Cultural Studies is a compulsory subject for all students up to Year 13.

BRIEF DESCRIPTION OF COURSE

The purpose of Moral, Social and Cultural Studies is to develop a nation of responsible global citizens who:

- ✓ Possess moral values and a secure knowledge of past and present events, which they use to make well-informed judgements and morally sound decisions.
- ✓ Know, understand, and tolerate local and global cultures different from their own, understanding how they evolved and their past and present impacts on the world.
- ✓ Understand the governing institutions and their rights and responsibilities as global citizens living in the UAE to develop a sustainable lifestyle.
- ✓ Demonstrate loyalty and sense of belonging to the UAE community.
- ✓ Work efficiently with physical and digital resources to construct evidence-rich oral and written professional discourse equipping for a career with lifelong learning.

ASSESSMENT

Moral, Social and Cultural Studies will be internally assessed each term to monitor progress and attainment against the Ministry of Education's Student Learning Outcomes.

CAREERS

Moral, Social and Cultural Studies is a cross-curricular subject which has many ties with careers in History, Geography, Economics, Civics and Sociology. Its core intent is to improve students' cultural capital and reinforce key skills to get students to think critically about a range of world issues.

WHY MSC?

"Extensive knowledge and modern science must be acquired. The educational process we see today is an ongoing escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."

- Sheikh Khalifa bin Zayed bin Sultan Al Nahyan

Physical Education (PE Core)

BRIEF DESCRIPTION OF COURSE

The PE course is designed to be engaging and inclusive to ensure all our students can thrive within the subject.

The curriculum delivers a range of sports including; Football, Netball, Rugby Union, Basketball, Climbing, Swimming, Water Polo, Badminton, Table Tennis and Dance among others. The delivery of these activities focuses on the development of students as individuals and not merely their physical and practical development in sport.

We believe that sport and physical activity is paramount to overall physical and mental health and so our curriculum's focus is the physical, social and mental development of students ensuring they develop an understanding of the importance of exercise; and a confidence within physical activity in general.

We want to inspire students to leave us and lead healthy and active lifestyles; understanding the importance of this to their overall health and wellbeing.

ASSESSMENT

With this curriculum in mind students are assessed in four strands "Physical", "Social", "Mental" and "Thinking". Students are provided a grade that encompasses all four of these strands to ensure that students are able to make progress without the focus being on physical and practical development alone.

Our assessment focuses on a range of qualities developed through support such as; skill development, fitness development, cooperation, teamwork, communication, understanding of tactics and strategies and understanding of the impact of physical activity among others.

CAREERS

Despite not being an option subject physical activity and sport support all careers and evidence has shown that by leading a healthy and active lifestyle, career performance and development is enhanced through regular physical activity.

WHY PE?

All students should have the opportunity to be successful in sport and physical activity. Contrary to some misconceptions, success in sport is not measured in trophies won, Olympic medals or world records but actually in the impact sport and physical activity has on an individual's life. Everyone should benefit from exercise and feel the confidence it gives oneself and therefore thrive by living a healthy lifestyle.

Option Subjects

Art and Design

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

Art, Craft and Design (9AD0)

Fine Art (9FA0)

Graphic Communication (9GC0)

Textile Design (9TE0)

Three-dimensional Design (9TD0)

Photography (9PY0)

SPECIFICATION HYPERLINK

[Art and Design](#)

BRIEF DESCRIPTION OF COURSE

The aims of the Art and Design A Level is to enable students to develop intellectual, imaginative, creative and intuitive capabilities. Use investigative, analytical, experimental, practical, technical and expressive skills for deeper understanding and critical judgement in all areas of their chosen specialism.

ASSESSMENT

Art and Design consists of internally assessed and externally moderated components. The internal assessed unit is supported by a personal study. This 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 and is marked out of 18.

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Component 1	Personal Portfolio	12 Months	72	48%
Personal Study	Written Essay (1000+ Words)	-	18	12%
Component 2	Externally Set Assignment	3 Months	72	40%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

After completing the Art and Design A Level Course students may wish to continue onto a university course that matches their area of study. These university courses may include, Fine Art, Graphic Design, Architecture, Photographer, Fashion and Textile Design, Interior Design, Digital Arts and Product Design.

WHY ART AND DESIGN?

Studying Art and Design provides the opportunity to acquire new skills. As well as knowledge of different art forms, media and techniques you can also gain specialist skills that can be used a range of creative fields. Art is ever-changing and is about growth, development and being able to communicate ideas in your chosen specialism – Studying Art is about being inspired by all and being able to inspire all.

Biology

EXAMINATION BOARD

AQA

SPECIFICATION CODE

AS (7401)

A Level (7402)

SPECIFICATION HYPERLINK

[Biology](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

The minimum entry requirement for students studying A Level Biology is a grade 6 in Triple Science Biology or a grade 6 within the Biology examination at GCSE Combined Science.

BRIEF DESCRIPTION OF COURSE

A Level Biology is broken down into 8 units, taught across two years. The A Level Biology qualification is a linear course, meaning that students will sit all the AS examinations (covering units 1-4) at the end of their AS course in Year 12 and all the A Level examinations (covering units 1-8) at the end of their A Level course in Year 13. If students continue onto Year 13 then their grade will come solely from the A Level Biology examinations mentioned below.

ASSESSMENT

AS Biology

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1	Written Paper	1 Hour 30 Minutes	75	50%
Paper 2	Written Paper	1 Hour 30 Minutes	75	50%

A Level Biology

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1	Written Paper	2 Hours	91	35%
Paper 2	Written Paper	2 Hours	91	35%
Paper 3	Written Paper	2 Hours	78	30%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

A01- Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

A02- Apply knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical context, in a practical context, when handling qualitative data and when handling quantitative data.

A03- Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to make judgements and reach conclusions and to develop and refine practical design and procedures.



CAREERS

Students can go on to study a variety of degrees including Microbiology, Biochemistry or Biomedical Sciences, Environmental Sciences, Medicine and Nursing. Biology paves the way for a multitude of rewarding careers in the health sector. It can help produce professionals in the field of education and develop the scientists and researchers of the next generation.

WHY BIOLOGY?

Biology is the study of life! From dinosaurs to DNA, organ systems to ecosystems, Biology helps to understand the world around us and within us. Studying Biology allows you to look at some of the greatest challenges facing mankind, such as disease, food shortages and environmental protection. There is something for everyone, whether you prefer animals or plants, microbiology or macrobiology.

Business

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

YBS11

SPECIFICATION HYPERLINK

[Business](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

Although not a prerequisite, it is desirable to have studied Business or Economics at GCSE.

BRIEF DESCRIPTION OF COURSE

When studying the IAL Business qualification, students will learn about marketing, how people are managed within business, the tools of how business decisions are made and business in a global climate.

ASSESSMENT

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 must complete all 4 units.

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Unit 1: Marketing and People (WBS11/01)	Written Examination	2 Hours	80	25%
Unit 2: Managing Business Activities (WBS12/01)	Written Examination	2 Hours	80	25%
Unit 3: Business Decisions and Strategy (WBS13/01)	Written Examination	2 Hours	80	25%
Unit 4: Global Business (WBS14/01)	Written Examination	2 Hours	80	25%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

AO1- Demonstrate knowledge and understanding of terms, concepts, theories, methods and models.

AO2- Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues.

AO3- Analyse business issues, showing an understanding of the causes, costs and consequences for individuals and organisations.

AO4- Evaluate evidence to make informed judgements and propose evidence-based solutions to business issues.

CAREERS

Business is a broad and interesting area that opens up many door for higher education and after.

WHY BUSINESS?

You will either work for, run, own, buy from or sell to one of these every day. Get to know the word you live in.

Chemistry

EXAMINATION BOARD

AQA

SPECIFICATION CODE

AS (7404)

A Level (7405)

SPECIFICATION HYPERLINK

[Chemistry](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

The minimum entry requirement for students studying A Level Chemistry is a grade 6 in Triple Science Chemistry or a grade 6 within the Chemistry examination at GCSE Combined Science.

BRIEF DESCRIPTION OF COURSE

A Level Chemistry is broken down into three key components of Chemistry – Physical Chemistry, Inorganic Chemistry and Organic Chemistry. These components are taught across the two-year course. The A Level Chemistry qualification is a linear course, meaning that students will sit all the AS examinations (covering the relevant physical, inorganic and organic units) at the end of their AS course in Year 12 and all the A Level examinations (again covering the relevant physical, inorganic and organic units) at the end of their A Level course in Year 13. If students continue onto Year 13 then their grade will come solely from the A Level Chemistry examinations mentioned below.

ASSESSMENT

AS Chemistry

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1	Written Paper	1 Hour 30 Minutes	80	50%
Paper 2	Written Paper	1 Hour 30 Minutes	80	50%

A Level Chemistry

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1	Written Paper	2 Hours	105	35%
Paper 2	Written Paper	2 Hours	105	35%
Paper 3	Written Paper	2 Hours	90	30%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

AO1- Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2- Apply knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical context, in a practical context, when handling qualitative data and when handling quantitative data.

AO3- Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to make judgements and reach conclusions and to develop and refine practical design and

procedures.

CAREERS

Students can go on to study a variety of degrees including Pharmacology, Biochemistry, Chemical Engineering, Medicine and Nursing. Chemistry paves the way for a multitude of rewarding careers in the Health and Biotechnology Sector and Chemical Engineering. It can help produce professional researchers of the next generation.

WHY CHEMISTRY?

Everything you hear, see, smell, taste and touch is related to Chemistry! Do you want to understand ingredient labels? Work out if a product will have the advertised effect? Understand how cooking works? Learn about the technological advances taking place around the world? Studying Chemistry is not only fun, but allows you to gain a better understanding of the world around you.

Computer Science

EXAMINATION BOARD

Cambridge Examinations

SPECIFICATION CODE

9618

SPECIFICATION HYPERLINK

[Computer Science](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

While not a prerequisite having GCSE Computer Science, it is desirable, if not, you will be expected to complete the additional study to be able to access the course content.

BRIEF DESCRIPTION OF COURSE

Cambridge International AS and A Level Computer Science encourages learners to meet the needs of higher education courses in Computer Science as well as twenty-first century digital employers. It encourages learners to think creatively, through applying practical programming solutions, demonstrating that they are effective users of technology.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
1 – Theory Fundamentals	Written Assessment	1 Hour 30 Minutes	75	25%
2 – Fundamentals Problem-Solving and Programming Skills	Written Assessment	1 Hour 30 Minutes	75	25%
3 – Advanced Theory	Written Assessment	1 Hour 30 Minutes	75	25%
4 – Practical	Programming Practical Live Code	2 Hours 30 Minutes	75	25%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

AO1- Demonstrate knowledge and understanding of the principles and concepts of Computer Science, including abstraction, logic, algorithms and data representation. 30% of course content.

AO2- Apply knowledge and understanding of the principles and concepts of Computer Science, including to analyse problems in computational terms. 40% of course content.

AO3- Design, program and evaluate computer systems to solve problems, making reasoned judgements about these. 30% of course content.

CAREERS

The Bureau of Labor Statistics predicts that Computer Science employment will grow 15% from 2019 to 2029, which is a rapid rate of growth. Computer scientists promote innovation and work to discover new ways to use technology, which can create more jobs as more opportunities for technological development arise. Companies might also need computer scientists at an increased capacity as data collection becomes more popular and requires more experts to create processes and programmes to do so. Other reasons for growth in the Computer Science industry include developments in cybersecurity and new software. [See what UCAS have to say!](#)



WHY COMPUTER SCIENCE?

The Computer Science field doesn't stay still for long—there are advancements, improvements and new approaches spurred by changes in technology. While this might seem a little intimidating when you're just starting out in this subject at FPS, it also presents an opportunity for growth. If you're wary of spending years doing essentially the same thing repetitively, this is the field for you. Continuous learning throughout your career comes with the territory. Embrace it, and you'll do well. For many students at your age, one of the biggest worries facing them when choosing a subject is not knowing what you want to do in the future.

Design Technology: Product Design

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

9DT0

SPECIFICATION HYPERLINK

[Design Technology: Product Design](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

Although not a prerequisite, it is desirable to have studied Design Technology at GCSE.

BRIEF DESCRIPTION OF COURSE

Product Design is the study of the whole creative design process, from idea to production. The curriculum balance both creative and technical aspects of design. The course equips students with design skills for the future, developing students' ability to recognise design needs and understand how current global issues including integrating technology impacts the world. The course consists of two components, a written examination and a Non-Examined Assessment which are both worth 50% of the qualification.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Component 1: Principles of Design Technology	Written Examination	2 Hours 30 Minutes	120	50%
Component 2: Independent Design and Make Project	Non-Examined Assessment	-	120	50%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

The NEA coursework consists of the following four components:

Part 1- Identifying and outlining possibilities for designs.

Part 2- Designing a prototype.

Part 3- Making a final prototype.

Part 4- Evaluating own design and prototype.

The written examination covers the following content: Materials, Performance Characteristics of Products, Processes and Techniques, Digital Technologies, Factors Influencing the Development of Products, Effects of Technological Developments, Potential Hazards and Risk Assessments, Features of Manufacturing Industries, Designing for Maintenance and the Cleaner Environment, Current Legislation, Information Handling, Modelling and Forward Planning, Further Processes and Techniques.

CAREERS

Students who have an interest in pursuing Design Technology as a career are able to continue with their studies and higher education where they can opt to take a range of university courses suitable. These

courses include Product Design, Architecture, Interior Design, Fashion and Graphic Design.

WHY DESIGN TECHNOLOGY: PRODUCT DESIGN?

Students who are creative and are interested in pursuing a design based career would excel in Product Design. The course encourages creativity and innovation. If you are a creative, imaginative individual who can think outside the box and are interested in solving current global issues through design, Product Design could be the right course for you.

Drama and Theatre

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

9DRO

SPECIFICATION HYPERLINK

[Drama and Theatre](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

There are no prior learning or other requirements for this qualification. Students who would benefit most from studying this qualification are likely to have a Level 2 qualification such as a GCSE in Drama.

BRIEF DESCRIPTION OF COURSE

The A Level Drama and Theatre course explores a range of literature and the skills of theatre as an art form. The course encourages students to work imaginatively and creatively in a collaborative context when responding to, developing and communicating ideas. Students will devise original performance work based on influential theatre practitioners and bring a variety of texts to life from page to stage. Students are also required to demonstrate theatre-making skills, appropriate to their role as a performer or designer. Students will have to consider, analyse and evaluate how different theatre makers create impact. They will critically analyse and evaluate their experience of live performance. As an informed member of the audience, they will deconstruct theatrical elements which will help inform their own production choices and develop their own ideas as theatre makers.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
C1 - Devising	Non- Examination Assessment	-	80	40%
C2- Text in Performance	Non-Examination Assessment	-	60	20%
C3 – Theatre Makers in Practice	Written Examination	2 Hours 30 Minutes	80	40%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

A01- Create and develop ideas to communicate meaning as part of the theatre-making process, making connections between dramatic theory and practice.

A02- Apply theatrical skills to realise artistic intentions in live performance.

A03- Demonstrate knowledge and understanding of how Drama and Theatre is developed and performed.

A04- Analyse and evaluate their own work and the work of others.

CAREERS

Students can progress from this qualification to:

- ✓ Drama schools, university courses that relate directly to Drama and Theatre.
- ✓ University courses that will benefit from the skills acquired from this course, for example law, human resources, people management.

- ✓ Employment where people skills are essential, for example management, retail, nursing, industry and business environments.
- ✓ Employment where time management, confidence, the ability to work collaboratively and to meet deadlines are desirable.

WHY DRAMA?

The study of Drama and Theatre engages students in an exploration of the world from different perspectives, while developing creative skills and cultivating their capacities for collaboration, critical-thinking, problem-solving, and effective communication. The course shapes students into confident and empathetic individuals equipped with the skills to fulfil their wider aspirations and goals within an ever-expanding and developing society.

Economics

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

YEC11

SPECIFICATION HYPERLINK

[Economics](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

Students need to have achieved a grade 6 in Economics or Mathematics at GCSE.

BRIEF DESCRIPTION OF COURSE

The qualification is comprised of 4 units. 2 are microeconomics, 2 are macroeconomics. All units examine the effect of choices and change on different economic agents.

ASSESSMENT

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 must, therefore, complete all four units.

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Unit 1: Markets in Action (WEC11/01)	Written Examination	1 Hour 45 Minutes	80	25%
Unit 2: Macroeconomic Performance and Policy (WEC12/01)	Written Examination	1 Hour 45 Minutes	80	25%
Unit 3: Business Behavior (WEC13/01)	Written Examination	2 Hours	80	25%
Unit 4: Developments in The Global Economy (WEC14/01)	Written Examination	2 Hours	80	25%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

AO1- Demonstrate knowledge of terms, concepts, theories and models to show an understanding of the behaviour of economic agents.

AO2- Apply knowledge and understanding to various economic contexts.

AO3- Analyse issues and evidence, showing an understanding of their impact on economic agents.

AO4- Evaluate economic arguments and use appropriate evidence to support informed judgements.

CAREERS

For students wishing to study Economics, PPE or Finance, this course will either be a requirement or very desired. More traditional universities typically require Economics A Level to access Economics courses.

WHY ECONOMICS?

This is the subject of understanding the modern world and the politics, wealth, finance and power around us.

English Language

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

XEN01/YEN01

SPECIFICATION HYPERLINK

[English Language](#)

BRIEF DESCRIPTION OF COURSE

Within the course, students will: focus on how language is used to construct identity, study how other languages have affected the development of English and how English has developed outside of the British Isles, and create their own texts. The aims and objectives of these qualifications are to enable students to: develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language, explore data and examples of language in use, engage creatively and critically with a varied programme for the study of English, develop their skills as producers and interpreters of language, and independently investigate language in use.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Unit 1: Language, Context And Identity	External Written Examination	1 Hour 45 Minutes	50	25%
Unit 2: Language In Transition	External Written Examination	1 Hour 45 Minutes	50	25%
Unit 3: Crafting Language (Writing)	External Written Examination	2 Hours	50	25%
Unit 4: Investigating Language	External Written Examination	2 Hours	50	25%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

A01- Apply appropriate methods of language analysis, using associated terminology and coherent written expression.

A02- Demonstrate critical understanding of concepts and issues relevant to language use.

A03- Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.

A04- Explore connections across texts, informed by linguistic concepts and methods.

A05- Demonstrate expertise and creativity in the use of English to communicate in different ways.

CAREERS

The English Language A Level provides a good range of core academic, analytical and written skills. It can lead to a variety of degrees including specialist areas such as Speech Therapy, Publishing, Journalism and Teaching. Many students who study this subject go on to follow programmes in Journalism, Teaching, Marketing, Human Resources and Advertising. For students who are keen to study English at university,

taking English Language with English Literature is a favoured combination. Other popular subjects include; Media Studies, French, German, Spanish, Sociology and Psychology.

English graduates are employed in a wide range of sectors, and are well-placed to gain highly sought-after jobs requiring excellent communication skills, writing, or undertaking research. Key areas of employment include: Teaching, Journalism and Publishing, Marketing Communications, Public Relations, Advertising, Digital Media, Arts Administration, Business Management, Film and Television.

WHY ENGLISH LANGUAGE?

Language is both a creative tool for expression and a means for social connection. By studying A Level English Language you'll develop a critical awareness of the world around you. You'll be able to utilise your communication and analytical skills to navigate through your professional and personal life. You'll also learn how to adapt your skillset for various mediums such as film, news or sales. You will learn how to assign meaning to words. The effect society has on language and the factors enabling humans to acquire, use and understand it. Plus, how it is used in real-life situations.

Language works in subtle ways, subconsciously. If a clever mind is behind the pen, the language conveyed in these messages can effectively influence people's thoughts, perceptions and actions.

By studying A Level English Language in-depth, you will gain invaluable skills for life. You will understand how to communicate effectively, critically assess information and challenge assumptions. You'll also become aware of the wider context of language and the written form. Such as how language is used for social control, propaganda and manipulation in the wider world.

English Literature

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

XET01/YET01

SPECIFICATION HYPERLINK

[English Literature](#)

BRIEF DESCRIPTION OF COURSE

The aims and objectives of this qualification are to enable students to: read widely and independently set texts and others that they have selected for themselves; engage critically and creatively with a substantial body of texts and ways of responding to them; develop and effectively apply their knowledge of literary analysis and evaluation; explore the contexts of the texts they are reading and others' interpretations of them; undertake independent and sustained studies to deepen their appreciation and understanding of English Literature, including its changing traditions.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Unit 1 Poetry and Prose (Post 2000 Poetry And Post 2000 Prose)	External Written Examination	2 Hours	50	25%
Unit 2 Drama (Pre 1900 Drama and Post 1900 Drama)	External Written Examination	2 Hours	50	25%
Unit 3 Poetry and Prose (Unseen/Unprepared Poetry and a Comparison of Two Novels)	External Written Examination	2 Hours	50	25%
Unit 4 (Shakespeare And Pre-1900 Poetry)	External Written Examination	2 Hours	50	25%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

A01- Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

A02-Analyse ways in which meanings are shaped in literary texts.

A03-Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

A04-Explore connections across literary texts.

A05 -Explore literary texts informed by different interpretations.

CAREERS

English Literature relates well to all other A Level subjects: it is the perfect complement to subjects such as History, Psychology, Sociology and English Language, but also sits well alongside PE and the Science A Levels, especially if you are considering Medicine or Veterinary Science.

It is widely recognised by universities that the skills developed through the study of English Literature are among the most transferable, with English graduates going on to develop the widest range of careers — among the most popular are Publishing, Broadcasting, Marketing and PR, Journalism, Law, Teaching and Politics.

Students of English Literature can continue into further education to study a degree in English Literature, Media Studies, American Studies, History, Sociology, Psychology, Drama and Theatre Studies and Law. Even Medical Schools value the subject highly.

Studying English Literature can open the door to an array of career paths such as Publishing, Law, Journalism, Film/TV Production, Advertising and Marketing, Teaching, Politics, Public Relations and Human Resources.

WHY ENGLISH LITERATURE?

When students study Literature, they learn to appreciate words and their power. They travel to other realms and times through the texts they read. They understand about their own culture and others'. They learn to empathise with characters, to feel their joys and pain.

The study of Literature is a study into the human psyche, human experience and social influences over the years. Any text is the product of its time: a study of it will teach a student to read in context and to understand the influences over the author. The ability to read any content with a deeper appreciation and investigation is an essential skill that will only increase in importance as the platform for sharing news and views — that will be published — grows. Moreover, the study of The Literary Canon will help a student understand History, identify and understand trends and the key events that have shaped our past and present society. Many of the skills developed through studying this subject are related to independent thinking — the ability to analyse sophisticated ideas and the ways in which they are presented, to synthesise large and complex text, and to know how to build a convincing argument are just a few.

Geography

EXAMINATION BOARD
AQA

SPECIFICATION CODE
7073

SPECIFICATION HYPERLINK
[Geography](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

Although not a prerequisite, it is very desirable to have studied Geography at GCSE, if you have not, some additional work will be required so that you have basic knowledge of topics and skills.

BRIEF DESCRIPTION OF COURSE

The course follows an even split of Physical and Human Geography, many of the topics are continued from GCSE.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1- Physical Geography	Examination	2 Hours 30 Minutes	120	40%
Paper 2- Human Geography	Examination	2 Hours 30 Minutes	120	40%
NEA	Coursework Component	-	60	20%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

AO1- Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).

AO2 - Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).

AO3- Use a variety of relevant quantitative, qualitative and fieldwork skills to: investigate geographical questions and issues, interpret, analyse and evaluate data and evidence, construct arguments and draw conclusions (20–30%).

CAREERS

There are a plethora of Geography based university courses ranging from Town Planning, GIS and Hazard Management. Geography is also useful for Sustainability, International Relations and subjects like Oceanography. Geography is considered one of the broadest subject areas, and, it has one of the highest employability rates of all undergraduate degrees. <https://www.ucas.com/explore/subjects/geography>
<https://www.theuniguide.co.uk/subjects/geography>.

WHY GEOGRAPHY?

Employers note that Geography is a highly academic course that teaches students a range of transferable skills. Geography is a vastly complex degree offering insight into many important aspects of the world today; whether it be climate change, migration or society through human geography. If you enjoy learning about other people and the places they live, as well as wanting to develop a wide range of transferable skills fit for a choice of careers, study Geography.

History

EXAMINATION BOARD

AQA

SPECIFICATION CODE

7042

SPECIFICATION HYPERLINK

[History](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

Although not a prerequisite, it is very desirable to have studied History at GCSE, if you have not, some additional work will be required so that you have basic knowledge of topics and skills.

BRIEF DESCRIPTION OF COURSE

The course is a combination of British and non-British History with a chronological range of over 200 years. The coursework component is a personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1- Breadth Study	Examination	2 Hours 30 Minutes	80	40%
Paper 2- Depth Study	Examination	2 Hours 30 Minutes	80	40%
NEA	Coursework Component	-	60	20%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

AO1- Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO2 - Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

AO3- Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

CAREERS

Study for a History degree and you'll gain a wealth of skills like critical reasoning, research and analytical thinking. It's a challenging academic subject, employers regularly see a lot of value in it. Gaining such a flexible degree will open opportunities in the arts & heritage sector like curatorial or archivist roles. Such a highly sort after and academically rigorous degree opens you up to career paths in Education, Government, Media, Policy, Marketing or Business, to name but a few. [UCAS - History](#) [History - the uni guide](#).

WHY HISTORY?

Studying history helps us understand and grapple with complex questions and dilemmas by examining how the past has shaped (and continues to shape) global, national, and local relationships between societies and people. The transferable skills you gain will be invaluable in any future career. Study History!

Mathematics

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

YMA01

SPECIFICATION HYPERLINK

[Mathematics](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

The minimum entry requirement for students studying Mathematics is a grade 6 at GCSE. Although not a prerequisite, it is desirable to have studied Edexcel GCSE/IGCSE Mathematics.

BRIEF DESCRIPTION OF COURSE

The A Level Mathematics course extends students' knowledge and deepens their understanding of Algebraic, Geometric and Trigonometric topics covered at GCSE level. It is designed to develop students' understanding of Mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment. Students will be encouraged to take responsibility for their own learning and mathematical development. The applied content, Statistics and Mechanics, introduces students to mathematical modelling of everyday experiences, they will use their knowledge and skills to apply Mathematics to real-life situations, solve unstructured problems and use Mathematics as an effective means of communication.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Pure Mathematics 1	Written	1 Hour 30 Minutes	75	$16\frac{2}{3}\%$
Pure Mathematics 2	Written	1 Hour 30 Minutes	75	$16\frac{2}{3}\%$
Statistics 1	Written	1 Hour 30 Minutes	75	$16\frac{2}{3}\%$
Pure Mathematics 3	Written	1 Hour 30 Minutes	75	$16\frac{2}{3}\%$
Pure Mathematics 4	Written	1 Hour 30 Minutes	75	$16\frac{2}{3}\%$
Mechanics 1	Written	1 Hour 30 Minutes	75	$16\frac{2}{3}\%$

ASSESSMENT OBJECTIVES AND DESCRIPTORS

AO1- Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of contexts. (Minimum 30%).

AO2- Construct rigorous mathematical arguments and proofs through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions, including the construction of extended arguments for handling substantial problems presented in unstructured form. (Minimum 30%).

AO3- Recall, select and use their knowledge of standard mathematical models to represent situations in the real world; recognise and understand given representations involving standard models; present and interpret results from such models in terms of the original situation, including discussion of the

assumptions made and refinement of such models. (Minimum 10%).

A04- Comprehend translations of common realistic contexts into Mathematics; use the results of calculations to make predictions, or comment on the context; and, where appropriate, read critically and comprehend longer mathematical arguments or examples of applications. (Minimum 5%).

A05- Use contemporary calculator technology and other permitted resources (such as formulae booklets or statistical tables) accurately and efficiently; understand when not to use such technology, and its limitations. Give answers to appropriate accuracy. (Minimum 5%).

CAREERS

Mathematics is welcomed by higher education institutions for admission to many university courses and an understanding of mathematical concepts is a huge asset for a diverse range of fields.

Degree choices where A Level Mathematics is an essential requirement of nearly all universities:

Actuarial Science, Aeronautical Engineering, Chemical Engineering, Civil Engineering, Economics, Electrical/Electronic Engineering, Engineering (General), Mathematics, Medicine, Mechanical Engineering, Physics and Statistics.

Degree choices where A Level Mathematics is listed as desirable by most universities:

Accountancy, Architecture, Biochemistry, Biology, Biomedical Sciences, Business Studies, Chemistry, Computer Science, Dentistry, Geography, Law, Management Studies, Orthoptics, Pharmacy, Physiotherapy, Psychology, Surveying and Teacher Training.

WHY MATHEMATICS?

If you enjoy Mathematics and feel confident with the work you have met so far at GCSE, then you should seriously consider A Level Mathematics.

Mathematics also has wide applications in industry and completing the course can help you towards a vast range of future careers.

It is a demanding and challenging subject, but it can be an extremely rewarding and satisfying one if you are prepared to put in the time and effort.

Further Mathematics

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

YFM01

SPECIFICATION HYPERLINK

[Further Mathematics](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

The minimum entry requirement for students studying Further Mathematics is a grade 8 in GCSE Mathematics. All students that choose this option will automatically be opting for the A Level Mathematics qualification also. Although not a prerequisite, it is desirable to have studied Edexcel GCSE Further Mathematics.

BRIEF DESCRIPTION OF COURSE

The A Level Further Mathematics is completed alongside the A Level Mathematics course. Students complete both courses in a reduced amount of time where they will be encouraged to take responsibility for their own learning and mathematical development. They will explore more abstract Algebraic and Geometrical topics extending their understanding and reasoning skills. The applied content, Statistics and Mechanics, enhances students' mathematical modelling of everyday experiences, they will use their knowledge and skills to apply Mathematics to real-life situations.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Mechanics 1	Written	1 hour 30 Minutes	75	$16\frac{2}{3}\%$
Further Pure 1	Written	1 hour 30 Minutes	75	$16\frac{2}{3}\%$
Statistics 2	Written	1 hour 30 Minutes	75	$16\frac{2}{3}\%$
Mechanics 2	Written	1 hour 30 Minutes	75	$16\frac{2}{3}\%$
Further Pure 2	Written	1 hour 30 Minutes	75	$16\frac{2}{3}\%$
Further Pure 3	Written	1 hour 30 Minutes	75	$16\frac{2}{3}\%$

ASSESSMENT OBJECTIVES AND DESCRIPTORS

AO1- Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of contexts. (Minimum 30%).

AO2- Construct rigorous mathematical arguments and proofs through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions, including the construction of extended arguments for handling substantial problems presented in unstructured form. (Minimum 30%).

AO3- Recall, select and use their knowledge of standard mathematical models to represent situations in the real world; recognise and understand given representations involving standard models; present and interpret results from such models in terms of the original situation, including discussion of the assumptions made and refinement of such models. (Minimum 10%).

A04- Comprehend translations of common realistic contexts into Mathematics; use the results of calculations to make predictions, or comment on the context; and, where appropriate, read critically and comprehend longer mathematical arguments or examples of applications. (Minimum 5%).

A05- Use contemporary calculator technology and other permitted resources (such as formulae booklets or statistical tables) accurately and efficiently; understand when not to use such technology, and its limitations. Give answers to appropriate accuracy. (Minimum 5%).

CAREERS

Further Mathematics is recognised as one of the most impressive qualifications by higher education institutions. For admission to many university Mathematics courses it is a strongly recommended option as there will be significant overlap between content.

A Level Further Mathematics is now a requirement for entry to the top Mathematics degrees and some universities will not consider applications from students without it. Applicants to Engineering, Computer Science and Economics/Finance degrees also gain preferential offers if they have studied Further Mathematics.

WHY FURTHER MATHEMATICS?

If you have a particular talent for and enjoy Mathematics then you should consider studying Further Mathematics. You will extend the knowledge you already have gained through studying the A level course and encounter new areas of Mathematics. The Mathematics covered will be helpful not just to students intending to study Mathematics at degree level but there are huge industry links and applications so it is a recommendation to any potential physicists, engineers, economists or computer scientists.

If you are an able mathematician and are stimulated by exploring new content and principles then Further Mathematics should definitely be an option for you - it is fast paced, demanding but equally rewarding.

Music

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

9MU0

SPECIFICATION HYPERLINK

[Music](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

Although not a prerequisite, it is desirable to have studied Music at GCSE. An ability to read both treble and bass clef fluently is essential for the study of scores. Grade 5 theory is an ideal preparation for this course. Students should be at grade 6 or equivalent standard on their first instrument or voice before starting the course.

BRIEF DESCRIPTION OF COURSE

A Level Music is 100% externally assessed, and consists of one written paper and two non-examined assessment components.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Performing	NEA	Minimum of 8 Minutes	60	30%
Composing	NEA	Minimum of 6 Minutes	60	30%
Appraising	Written Examination	2 Hours and 10 Minutes	100	40%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

AO1- Performing

- ✓ A public performance of one or more pieces, performed as a recital.
- ✓ Performance can be playing or singing solo, in an ensemble, improvising, or realizing music using music technology.
- ✓ The total performance time across all pieces must be a minimum of eight minutes

AO2- Composing

- ✓ Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.
- ✓ One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least four minutes in duration.
- ✓ One composition must be from a list of briefs assessing compositional technique, carrying 20 marks for this component. This composition must be at least one minute in duration, unless the brief specifies a longer minimum duration.
- ✓ Total time across both submissions must be a minimum of 6 minutes.

A03- Appraising

- ✓ Knowledge and understanding of musical elements, contexts and language.
- ✓ Application of knowledge through the context of six areas of study, each with two set works, with the exception of Popular Music and Jazz, which has three set works.
- ✓ The areas of study are: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and New Directions.

CAREERS

The varied nature of the course enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for potential employers. Other popular destinations for Music graduates include Broadcasting, Publishing, Law, Politics and The Civil Service. Rather than limiting your career prospects, a music degree opens doors to a wide range of careers.

WHY MUSIC?

The course is aimed at those who have a serious interest in music and well-developed practical skills. It involves written, theory and aural work, as well as composing and performing. The course includes the study of American Popular Song, and associated artists such as Ella Fitzgerald and Nat King Cole, but is mainly focused on 'classical' music, covering composers as diverse as Bach, Berlioz, Beethoven and Boulez. A Level Music is highly demanding in the range of skills as well as the breadth of content and level of expertise it requires.

Media Studies

EXAMINATION BOARD

AQA

SPECIFICATION CODE

7572

SPECIFICATION HYPERLINK

[Media Studies](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

Although not a prerequisite, it is desirable to have studied English Language and English Literature at GCSE.

BRIEF DESCRIPTION OF COURSE

Throughout the course, students will: recall information, draw together information from different areas of the specification; apply their knowledge and understanding in practical and theoretical contexts; analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response; use and reflect critically upon a range of complex theories of media studies and use specialist subject specific terminology appropriately in a developed way; debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing.

ASSESSMENT

Media Studies is a Linear Course.

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Media One: Media Language And Media Representations	External Written Examination	2 Hours	84	35%
Media Two: Media Forms	External Written Examination	2 Hours	84	35%
Non-Examined Assessment: Creating A Cross Media Production	Coursework Assessed By Teachers And Moderated By AQA	N/A	60	30%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

A01- Demonstrate knowledge and understanding of the theoretical framework of media and contexts of media and their influence on media products and processes.

A02- Apply knowledge and understanding of the theoretical framework of media to:

- ✓ Analyse media products, including in relation to their contexts and through the use of academic theories.
- ✓ Evaluate academic theories.
- ✓ Make judgements and draw conclusions.

A03- Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

CAREERS

A Level Media Studies students can go onto study Media, TV or Film at university as a practical degree, a theoretical degree or a combination of the two. This can lead to a very broad range of professions in Media, Film and Journalism.

A good degree in a subject like Media Studies can also develop a wide range of transferable skills including analysis, visual communication, problem solving, as well as communication, presentation and organisational skills.

Combined with other qualifications, Media Studies can lead to a range of careers including: Digital Marketer, Location Manager, Media Buyer, Media Planner, Media Researcher, Public Relations Officer, Runner, Broadcasting/Film/Video, Social Media Manager, Television/Film/Video Producer, Television Production Coordinator, Web Content Manager, Advertising Account, Arts Administrator, Broadcast Journalist, Editorial Assistant, Event Manager, Film Director, Magazine Journalist, Market Researcher, Marketing Executive, Photographer, UX Designer and Writing.

WHY MEDIA STUDIES?

Media Studies is a vast and eclectic subject area which includes studying media disciplines ranging from hundreds of years ago to the ultra-contemporary sub-sectors. A Level Media Studies will introduce you to many different media and encourages theoretical considerations across all platforms studied. Audience reception, representation, regulation and ownership and gender theory are just some of the theories you will learn about.

A Level Media Studies allows you to question the validity of the information you receive on a daily basis and to be aware of bias within the media so that by the end of the two-year period you should have an even better understanding of the world we live in.

Physical Education (PE A Level)

EXAMINATION BOARD

AQA

SPECIFICATION CODE

7582

SPECIFICATION HYPERLINK

[Physical Education](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

Although not a prerequisite, it is desirable to have studied Physical Education at GCSE. It is a prerequisite that students are competing in sport outside of school to ensure that practical performance is of a high standard.

BRIEF DESCRIPTION OF COURSE

The A Level PE course is designed to build on the learned content of the GCSE PE course. Students develop their knowledge and understanding in three key areas of Sport and Physical Education; Anatomy and Physiology, Sport and Society and Sport Psychology. Students are also required to demonstrate their ability as a performer or coach in a sport or activity of their choice.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Factors Affecting Participation in Physical Activity And Sport	Examination	2 Hours	105	35%
Factors Affecting Optimal Performance in Physical Activity And Sport	Examination	2 Hours	105	35%
Non-Examined Assessment – Practical Performance in Physical Activity And Sport	Practical Performance And Written Analysis Of Performance	Ongoing (Moderation Mar/Apr Year 11)	90	30%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

AO1- Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2- Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3-Analyse and evaluate of the factors that underpin performance and involvement in physical activity and sport.

AO4-Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and

Evaluate performance.

CAREERS

A Level PE opens the door to countless higher education and career opportunities within sport and physical activity. The world of sport is broad, extensive and rich with opportunities to pursue a career. Upon completing the A Level course, candidates have the opportunity to study sport further in courses such as; Sport and Exercise Science, Sports Development, Sports Coaching, Sport and Physical Education, Sports Marketing, Sports Medicine, Physiotherapy, Sport and Performance Analysis and Personal Training among countless others.

[Sport \(ucas.com\)](https://ucas.com)

Countless careers in sport ranging from performance-based careers to coaching to physiotherapy are forged with learning that takes place during the A Level course. The benefits of the course offering such a broad depth of learned knowledge enables candidates to pursue careers and education in a number of different areas.

PE KIT

We champion our subject and the students that choose the A Level PE course and therefore we offer the opportunity to buy specific Examination Subject PE Kit to celebrate students' engagement in the course.

WHY PE?

In addition to the above higher education and career opportunities; candidates build an outstanding understanding of the importance of Sport and Physical activity which is an important life skill and hugely beneficial in supporting individuals making healthy and active lifestyle choices. A Level PE is a course that does not merely teach students the content of specifications but also inspires, motivates and develops students as individuals who can go on to live healthy and active lifestyles beyond school.

Physics

EXAMINATION BOARD

AQA

SPECIFICATION CODE

AS (7407)

A Level (7408)

SPECIFICATION HYPERLINK

[Physics](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

The minimum entry requirement for students studying A Level Physics is a grade 6 in Triple Science Physics or a grade 6 within the Physics examination at GCSE Combined Science.

BRIEF DESCRIPTION OF COURSE

A Level Physics is broken down into 8 units and one optional unit chosen by the Physics department, taught across two years. The A Level Physics qualification is a linear course, meaning that students will sit all the AS examinations (covering units 1-5) at the end of their AS course in Year 12 and all the A Level examinations (covering units 1-8 and the optional unit) at the end of their A Level course in Year 13. If students continue onto Year 13 then their grade will come solely from the A level Physics examinations mentioned below.

ASSESSMENT

AS Physics

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1	Written Paper	1 Hour 30 Minutes	70	50%
Paper 2	Written Paper	1 Hour 30 Minutes	70	50%

A Level Physics

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1	Written Paper	2 Hours	85	34%
Paper 2	Written Paper	2 Hours	85	34%
Paper 3	Written Paper	2 Hours	80	32%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

A01- Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

A02- Apply knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical context, in a practical context, when handling qualitative data and when handling quantitative data.

A03- Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to make judgements and reach conclusions and to develop and refine practical design and procedures.

CAREERS

Although only a lucky few get the chance to become an astronaut, studying Physics can help you land a job in space. You could become a cosmologist and investigate the evolution of the universe, a planet-hunter who searches for habitable planets around other stars, or an astrophysicist who searches for dark matter and black holes in space. If you prefer something more hands-on, there are also several jobs in Engineering, Architecture and Medicine to pursue instead with a Physics A Level.

WHY PHYSICS?

Physics is in high demand in industry: the analytical skills developed within it are highly-prized, especially in Engineering, Medicine and Computer Science. It is an interesting and stimulating subject and involves up to date topic areas from recent research.

Psychology

EXAMINATION BOARD
AQA

SPECIFICATION CODE
7181, 7182

SPECIFICATION HYPERLINK
[Psychology](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

Although not a prerequisite, it is desirable to have achieved a grade 6 in English, Mathematics and Psychology at GCSE.

BRIEF DESCRIPTION OF COURSE

Students will be expected to demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified content. Apply psychological knowledge and understanding of the specified content in a range of contexts. Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified content. Evaluate therapies and treatments in terms of their appropriateness and effectiveness.

ASSESSMENT

These qualifications are linear. Linear means that students will sit all the A Level examinations at the end of their 2 year A Level course.

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1: Introductory Topics In Psychology	Written	2 Hours	96	33.3%
Paper 2: Psychology In Context	Written	2 hours	96	33.3%
Paper 3: Issues And Options In Psychology	Written	2 hours	96	33.3%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

A01- Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

A02- Apply knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical and practical context when handling qualitative and quantitative data.

A03- Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: make judgements and reach conclusions. Develop and refine practical design and procedures.

CAREERS

While you don't need to have all three sciences at A Level for a Psychology degree, most universities prefer at least one out of Chemistry, Physics, Biology, or Mathematics.

Overall, a combination of good, academic A Level subjects is required. Psychology A Level is desirable, but

not usually required. Other preferred subjects include Sociology, Geography, Anthropology, Economics, Politics, Philosophy and History. Literature A Levels can be helpful because of the report writing you will inevitably be doing, and Mathematics/Statistics will help with the analytical component of the degree. Entry requirements range from CCC to AAB, with the universities and colleges most commonly asking for BBB.

Over 75,000 students in UK universities were studying Psychology in 2014/15. 72% of graduates went directly into employment in areas such as; Advice Worker, Careers Adviser, Counsellor, Detective, Human Resources Officer, Market Researcher, Play Therapist, Psychotherapist and Mental Health Nursing.

WHY PSYCHOLOGY?

Psychology looks at the ways people think, act, react, and interact. It is the study of human (and animal) behaviour, and the thoughts and emotions that influence behaviour. Studying Psychology offers not only a pathway to becoming a psychologist, but also the knowledge and skills that you can apply in a wide range of careers.

Spanish

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

9SP0

SPECIFICATION HYPERLINK

[Spanish](#)

BRIEF DESCRIPTION OF COURSE

Students will learn to understand, analyse, and comment on authentic reading and listening material pertaining to political, social, and cultural aspects of Spain and Hispanic countries. They will also study a novel from a contemporary author and a film on which they are required to write critical essays evaluating characters, themes, context, and techniques.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1	Listening, Reading and Translating	2 Hours	80	40%
Paper 2	Writing-Translating	2 Hours 40 Minutes	120	30%
Paper 3	Speaking	23 Minutes (Including 5 Minutes Preparation Time)	72	30%

ASSESSMENT OBJECTIVES AND DESCRIPTORS

AO1 Understand and respond (20%):

- ✓ In speech to spoken language including face-to-face interaction.
- ✓ In writing to spoken language drawn from a variety of sources.

AO2 Understand and respond (30%):

- ✓ In speech to written language drawn from a variety of sources.
- ✓ In writing to written language drawn from a variety of sources.

AO3 Manipulate the language (30%) accurately, in spoken and written forms, using a range of lexis and structure.

AO4 Show knowledge and understanding (20%) of, and respond critically and analytically to, different aspects of the culture and society.

CAREERS

- ✓ Degrees in individual modern languages generally include the history, literature, culture, and politics, translation and interpreting, and linguistics (the science behind language and communication).
- ✓ Spanish studies are better when paired with another subject; popular combinations are Spanish with Business, Chinese, French, Mathematics, Philosophy, Politics or International Relations.
- ✓ The top career fields are Education, Wholesale and Retail Trade, International Relations, Communication and Public Relations, Scientific and Technical Research, IT, Accommodation and Food

Service.

Most popular and recognised universities for Spanish studies (UCAS): Lancaster University, University of Stirling, University of Liverpool, University of Essex, University of St Andrews, University of Manchester, University of Edinburgh and Queen's University of Belfast.

WHY SPANISH?

- ✓ It's the world's 2nd most spoken language. You will be able to communicate with over 572 million people around the world. According to the Instituto Cervantes, there are more than 477 million native Spanish speakers, and that number increases drastically if we include those who speak Spanish as a second language. Learning to speak Spanish will open all types of new doors for you.
- ✓ It's the language of international culture. Speaking Spanish will open the door to a rich, gorgeous and historically important culture. You will learn more about the country, where Spaniards like Pablo Picasso and Miguel de Cervantes came from. Many of the most popular artworks of the modern age have been created by artists of Spanish origin.
- ✓ It will help you land the dream job. A 2017 study by New American Economy found that the demand for bilingual employees in the US, and worldwide, has more than doubled for both low-skilled and high-skilled workers.
- ✓ Grow your network (and your net worth!) thanks to using a different language. You will be able to meet so many new people and form bonds you would otherwise be unable to. You won't just be a spectator but someone involved.
- ✓ Understand the lyrics in that one song you can't stop listening to!

Extended Project Qualification (EPQ)

EXAMINATION BOARD

AQA

SPECIFICATION CODE

7993

SPECIFICATION HYPERLINK

[Extended Project Qualification \(EPQ\)](#)

BRIEF DESCRIPTION OF COURSE

The EPQ 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(s) and agreed as appropriate by the center.

The EPQ is graded on an A-E basis, equivalent to that of an AS qualification. The course will be completed between September and March of Year 12. The final grading of EPQ can be submitted on university applications, it is worth UCAS points depending on level achieved as it looked upon highly by universities.

ASSESSMENT

The EPQ has 3 main components which are assessed: A 5000-word essay on a topic of the student's choice, a record form, where students will plan out their project and reflect on it at various stages and a 10-minute presentation.

ASSESSMENT OBJECTIVES AND DESCRIPTORS

AO1- Manage: 20%. Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.

AO2- Use Resources: 20%. Research, critically select, organise and use information, and select and use a range of resources. Analyse data apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.

AO3- Develop and Realise: 40%. Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.

AO4- Review: 20%. Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.

CAREERS

The EPQ gives students the opportunity to demonstrate to both Universities and future employers, their competences in a number of key areas. Students have the opportunity to manage their own project in an area that they one day aspire to go into whereby they are directly involved in the planning, monitoring and review of their own project. EPQ students develop essential skills required for higher level study, including: planning, researching, critical thinking, analysis and creativity. The practice of these skills are excellent preparation for university-level study. Students can refer to the EPQ in their personal statements to university and at interviews.

WHY EPQ?

"The Extended Project Qualification is an excellent way to demonstrate your knowledge and commitment to higher education - take the challenge and unlock your potential!"

Vocational Subjects

BTEC Enterprise and Entrepreneurship

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

CZPV8

SPECIFICATION HYPERLINK

[BTEC Enterprise and Entrepreneurship](#)

BRIEF DESCRIPTION OF COURSE

The Subsidiary Diploma is for learners who are interested in developing business-sector knowledge and skills. The course enables students to think like an entrepreneur and develop an understanding of how a new business operates and what it takes to become a successful entrepreneur!

ASSESSMENT

The course is made up for 360 Guided Learning Hours (GLH). The hours are split up across the 2 years of the course and it is tailored to the cohort of learners. Units are assessed using a grading scale of Distinction (D), Merit (M) and Pass (P).

Unit Number and Title	GLH	Assessment Type: (Internal/set)	Learning Aims:
Unit 2 Research and Plan a Marketing Campaign	90	Set Assignment	A: Explore how different markets are researched using different models and tools. B: Explore approaches to product marketing nationally and internationally. C: Develop a plan for a marketing campaign for a new product.
Unit 33 Enterprise and Entrepreneurs	90	Internal	A: Explore the nature of enterprise. B: Investigate the motivations for entrepreneurship. C: Examine the opportunities and constraints for enterprises and entrepreneurs. D: Examine the entrepreneurial skills required to launch an enterprise.
Unit 3 Business Finance	90	Internal	A: Explore types of business finance available at different stages in the growth of a business. B: Understand how financial planning tools can be used to analyse financial data and assess business risks. C: Understand how financial statements for a sole trader are prepared and used to analyse and evaluate business

			performance.
Unit 34 Launch and Run an Enterprise	90	Internal	A: Research and develop a plan to launch an enterprise. B: Develop a marketing strategy to launch the enterprise. C: Run an enterprise. D: Review the outcomes of the enterprise.

ASSESSMENT

Students will be assessed through a variety of ways including creating a business plan and running a micro business, analysing financial accounts, delivering a presentation on a successful entrepreneur and creating a marketing campaign. Units will be assessed via two assignments.

CAREERS

The qualifications are recognised by higher education providers as contributing to meeting admission requirements to many relevant courses, for example:

- ✓ Higher National Diploma in Business.
- ✓ BSc (Hons) in Business and Management.
- ✓ BA (Hons) in Business and Finance.
- ✓ BA (Hons) in Business with Human Resource Management.
- ✓ BA (Hons) and BSc (Hons) in Business Studies.
- ✓ BSc (Hons) in International Management.
- ✓ BSc (Hons) or BA (Hons) in Marketing.
- ✓ BSc (Hons) in Retail Management.

Learners should always check the entry requirements for degree programmes with specific higher education providers. After this qualification, learners can also progress directly into employment, however it is likely that many will do so via higher study. Areas of employment include junior business roles in Marketing, Administration, Finance, Financial Services, Procurement, Events Management, Human Resources, and other related areas in the Business sector.

WHY BTEC ENTERPRISE & ENTREPRENEURSHIP?

This is a hands on practical course which enables learners to experience real life work and business scenarios. Within the course, students have the opportunity to develop and run a micro business within school and create a marketing campaign for a new product. With the course being all internally assessed, this will be perfect for the more practical minded students!

BTEC Sport

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

DLWCS

SPECIFICATION HYPERLINK

[BTEC Sport](#)

MINIMUM ENTRY REQUIREMENTS AND PREREQUISITIES

Although not a prerequisite, it is desirable to have studied Physical Education at GCSE.

BRIEF DESCRIPTION OF COURSE

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education. Equivalent in size to one International A Level. At least five units, of which one is mandatory and at least one is assessed by Pearson Set Assignment. Mandatory content (25%).

ASSESSMENT

The course is made up for 360 Guided Learning Hours (GLH). The hours are split up across the 2 years of the course and it is tailored to the cohort of learners. Units are assessed using a grading scale of Distinction (D), Merit (M), and Pass (P).

Unit number and title	GLH	Assessment Type: (Internal/set)	Learning Aims:
Unit 1: Health, Wellbeing and Sport (Mandatory)	90GLH	Set	A: Examine the importance of physical activity and sport. B: Investigate the importance of physical health. C: Explore mental health and social wellbeing. D: Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure.
Unit 27: Sports Psychology	60GLH	Internal	A: Explore the effect of personality and motivation on sports performance. B: Explore the relationship between stress, anxiety, arousal, team dynamics and sports performance. C: Plan a psychological skills training programme to enhance sports performance.
Unit 28: Fitness Testing	60GLH	Internal	A: Examine a range of laboratory-based

			and field- based fitness tests. B: Use health screening techniques and fitness tests for a specified purpose. C: Interpret the results of fitness tests and health screening techniques for a specified purpose.
Unit 30: Organising Events in Sport and Physical Activities	60GLH	Internal	A: Explore considerations of sport and physical activity events. B: Plan and promote a sport or physical activity event. C: Deliver a planned sport or physical activity event.
Unit 31: Influence of Technology in Sport and Physical Activity	60GLH	Internal	A: Explore how different types of technology are used in sport and physical activity. B: Explore the role of technology in improving sport and physical activity performance and experience. C: Propose a strategy to improve performance or experience in a selected sport or physical activity.
Unit 33: Rules, Regulations and Officiating in Sport	30GLH	Internal	A: Understand the roles and responsibilities of the officials involved in sport. B: Explore the performance of officials in a selected sport. C: Undertake the role of an official in a competitive sport.

ASSESSMENT

Across the course the students will be assessed in a range of ways including presentations, reports, training programmes and practically. Each unit will have 2 or 3 assignments which will be set assignments verified by Pearson.

CAREERS

The course is designed to provide career- ready education so that students are able to go onto a Sports related course at University or into the Sport sector. Employers are looking for recruits who have a thorough grounding in the latest industry requirements and work-ready skills, for example teamwork. Learners who progress to higher education need experience of research, extended writing and meeting deadlines. BTEC qualifications provide the breadth and depth of learning to give learners this experience. The type of careers and courses that students can progress on to are: Sports Coaching, Sports Business & Management, Sports Nutrition, Fitness Instructing, Sports Development and many more.

WHY BTEC SPORT?

The BTEC International Level 3 qualification in Sport, and the resources created, are to elevate sports education around the world and transform the learning experience for young people and adults who want to gain a high-quality qualification and aspire to careers in the global sports industry.

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Should you have any further subject-specific queries, please do make contact with our Heads of Department. Their e-mail addresses are listed below.

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