

مدرسة جيمس فيرست بوينت

GEMS FirstPoint School

THE VILLA



Post 16

Options Course Guide



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POST 16 AT GEMS FIRSTPOINT SCHOOL

INTRODUCTION

As students approach the next stage of their education they have many important choices to make with a range of opportunities available to them. Year 12 and 13 should be some of the best years of their life, providing memories that will last a lifetime.

We have a wide range of courses available at Post 16 which will allow students to go on to either further study at University or College or possible employment. Choosing subjects to study at A-level is a difficult decision to make and we would encourage all applicants to talk to us throughout the application process.

Post 16 at FirstPoint School offers an excellent variety of AS (Advanced Subsidiary) and A (Advanced) level courses taught in small classes. The subject areas are very well resourced and taught by highly qualified staff. Each student is allocated to a tutor group of around 15 to 20 students for pastoral purposes.

The subjects available to study are listed in this guide with a brief overview of each subject. All Year 11 students who wish to enter Post 16 will be provided with advice and guidance to help with your choices. All entrants must have five GCSEs. All entrants must have given GCSE's at Grade C or above, or at 4 and above if using the new grading scale.

To supplement the A level students will have the opportunity to complete an extended individual or group project, will take part in the FirstPoint Core Values Enrichment Programme and will also have the opportunity of active leadership roles both within the School and the wider community. These additional opportunities will ensure that students leave FirstPoint not only with excellent results but also with a well-rounded education that will prepare them for University and the workplace.

WHY JOIN POST 16 AT FIRSTPOINT SCHOOL

Students must be clear in their minds why they wish to join FirstPoint School. Academic results are of importance, but so too is the overall development of the student as they prepare for their next stage which, in the majority of cases, is a degree course at university or a similar institution.

Post 16 offers opportunities to hold positions of responsibility within the School, including House and sports captaincies and Prefect positions. Students are also encouraged to assume responsibilities alongside members of staff which reinforces their increasingly mature role within the School.

Opportunities to contribute to the School and the wider community are equally encouraged and, indeed, expected of our students. It is important not to forget that the Post 16 demands good study habits, not only to pass the examinations, but also as preparation for whichever academic or professional career is chosen. Accordingly, the School recognises that these skills need to be nurtured, and aims to encourage good study habits. Students will be expected to use their planners to good effect to organise themselves.

Clearly, taking a responsible attitude towards one's studies is a characteristic of being a FirstPoint student and a strong commitment from the students will be demanded. To obtain good grades it is expected that students will spend between two and three hours per night developing their work and in reading around the subjects to increase their general background knowledge and depth of understanding. The library and work rooms are ideal venues for quiet study during non-contact periods. There are internet-linked computers for

use by the students plus a wide range of study guides and literature related to the subjects taught for AS and A level. The library is also home to regularly updated information on careers and university prospectuses. In addition, students have the opportunity to carry out their Core Enrichment either in the secondary or primary libraries.

Being involved in the life of the School, taking responsibility and maximising the opportunities for personal development are, therefore, important aspects of being a student at FirstPoint. Accordingly, there is an adult attitude in Year 12 and 13 which, academically and socially, acts as a bridge between school and further study or a career. Students will be encouraged to establish their own committee, which will enhance this process.

CHOOSING THE RIGHT COURSE

Choosing the right combination of subjects for your Post 16 courses is very important. It is important that parents and the teachers are also involved in the process. Further information can be gleaned from the careers library, the careers councillor and also by talking to the teachers.

In general, most courses in UK universities are not A level subject specific. There are some exceptions, the most important of which are listed below:

- Biological Sciences generally require Chemistry as well as Biology
- Computer science generally require Mathematics
- Engineering courses generally require Mathematics and Physics
- Medicine requires Chemistry and two of Physics, Biology or Mathematics
- Veterinary science requires Biology, Chemistry and Physics

Higher Education systems in other countries are generally more flexible.

Furthermore, if you are thinking of studying a course at university that is available at A level, it is usual to take that course as one of your subjects, such as in History for example. However, gaining selection to a Higher Education course of your choice is often as much about the grades you achieve as the subjects you have taken. To achieve high grades, you must be committed to your studies, and hence the importance of making the right choice in the first place. The following questions are always worth asking:

- Do I need to choose this subject to qualify for my likely career path?
- Am I capable of achieving success in this subject?
- Is my choice of subjects too narrow?
- Am I really interested in studying this subject?

Do not underestimate the last question as all courses require many hours of study over and above the lesson time and a genuine interest will help you to make the necessary commitment and to realise your full potential in the subject.

It is recommended that three or four subjects are chosen. The choice of subjects should be made on the basis of ability and interest in the subject. Interest is vital because of the narrow concentration on four subjects and the depth to which each is studied. The heavy workload should be taken into consideration before making this choice.

Students entering FirstPoint should also be aware that entry into Year 13 is not automatic and is conditional on attitude, work ethic and results in Year 12.

POST 16 AT GEMS FIRSTPOINT SCHOOL

continued

CORE ENRICHMENT

In addition to the study of A Level subjects and achieving academic grades, we enhance each student's capacity for high achievement by empowering them to attain the knowledge, skills, confidence and values that are characteristic of successful citizens.

During Year 12 and 13, all students take part in our curriculum enrichment program SPECTRUM.

We want all First Point students to stand out, in both university applications and employability. Lessons are personalized for each individual, allowing students to build on their individual motivations and optimize their strengths and abilities.

SPECTRUM gives students the opportunity to develop a wide range of skills including:

Academic essentials	: Focused on building independent learners and academic excellence such as research and reading strategies, managing information, project planning and time management.
Global Futures Curriculum	: In partnership with Singularity University. This course enhances the key skills needed in a rapidly changing global economy and for the sustainability of humanity.
Extended Project Qualification (EPQ)	: Providing additional UCAS points.
Duke of Edinburgh International Award	: Developing personal skills, fitness and exploration of other countries. This award is recognised by universities worldwide.
Sports Leaders Award	: Level 3 certificate in leadership and sports management.
Internships	: Developing career aspirations through work placements.
Community projects	: Designed to develop team leadership and project management.
Enterprise Project	: Offering a business platform for young entrepreneurs.
Performance Coaching	: Bespoke preparation for university from finding appropriate matches to application and interview.

TIMETABLE

A typical week for a Year 12 student studying at FirstPoint will consist of lessons in the chosen subjects, core enrichment, PSHE, physical education and non-contact study time.

ENTRY TO GEMS FIRSTPOINT SCHOOL POST 16

Year 12 is open to those students who meet our entry requirements of at least five A*-C passes including English and Mathematics in their GCSE courses or equivalent grades in international standard examinations; have an aptitude in their chosen subjects and an attitude towards study that will allow them to succeed. GCE courses, by their very nature, are demanding academically and entry to Year 12 has, therefore, a competitive element to it.

PROCEDURE FOR ENTRY TO GEMS FIRSTPOINT SCHOOL POST 16

- All students in Year 11 will be interviewed.
- During the interview, the following issues will be discussed with each student:
 - Intentions for further studies in Dubai or elsewhere
 - Option choices for Year 12 at FirstPoint School
 - GCSE predicted grades at the time of the interview
- Each student will be made aware of the following points during their interview:
 - If the predicted grades suggest that entry to FirstPoint may be difficult or not an appropriate study route
 - The importance of a good code of behaviour and appearance at FirstPoint
 - If there is any cause for concern that may affect entry
- If the above conditions are met, a conditional offer will be made.
- All offers made are conditional and subject to the final GCSE grades received in August.
- If a conditional offer is not made at this point, further discussion involving the student and parents will take place.
- After GCSE results day all students wishing to attend the FirstPoint Post 16 **MUST** attend the Post 16 fair. All students must bring their GCSE results with them and dependent on the GCSE results a place will be offered on the chosen courses.
- Any student who does not achieve the required grades or who wishes to change options must attend the fair for further negotiations.
- A place at FirstPoint is finally secured when the correct paperwork has been received.



RESULTS AND HIGHER EDUCATION

AS and A level results are both graded A to E, all of which are passes, and a grade U which is a failing grade. In 2010, the examination boards introduced an A* grade for the very top achieving students. Universities in many countries will admit you on your grades to date plus your predicted grades. Universities in the UK will usually offer you a conditional place based upon you achieving a certain standard at A level and/or AS level. Some universities will express their offer in grades you must achieve, while others will use the UCAS tariff. The tariff points system is changing from September 2017. The table below shows the new tariff points available for each grade.

UCAS Tariff

Grade	A*	A	B	C	D	E
GCE A level points	56	48	40	32	24	16
GCE AS level points	-	20	16	12	10	6

Entry requirements into Higher Education can vary greatly depending upon the course, institution and country. Some countries will ask for a wide range of evidence of your ability, including essays, SAT scores, report grades and predicted AS and A level grades.

The UK system depends very heavily upon your AS and A level performance and the statutory minimum entry requirement is two A level passes at grade E for a degree course and one AS at grade E for an HND course. Although students could score enough points on the UCAS Tariff through AS levels, most recognised universities in the UK still require full A levels for degree course entry.

University courses in high demand can require very high grades (Law, Medicine, Veterinary Science). It is important to note that the grades asked for are an indication of the popularity of that course and institution, not always the difficulty of the course itself. Courses can be found in the UK (as well as some other countries) that accept almost any set of A level and AS grades, but the higher the grades you can achieve (and therefore the number of points on the UCAS Tariff) the wider the choice available to you.

Students need to be aware that certain universities may be reluctant to offer places if they consider the choice of subjects to be too narrow. There are no hard and fast rules; each university has its own entry criteria. Students must carry out individual research of courses and establishments well in advance of applications to avoid disappointment.

The cost of attending university varies greatly depending upon the country, the university and the course a student chooses. It is usually financially beneficial for students to study in their 'home' country. It should be noted that the rules governing 'Home Status' continually change. Parents should, therefore, research their fee status and budget accordingly.



DRESS CODE

No information pack about Post 16 is complete without comment on the code of dress. FirstPoint School has a strong uniform code which has been fully supported by our parents. As Year 12 and 13 students are part of the School community they are also bound by the code.

Boys:	<ul style="list-style-type: none">• Black trousers• White Shirt• Business Tie• Black/grey socks• Black shoes• Black sweater/cardigan• Black blazer for formal occasions
Girls	<ul style="list-style-type: none">• Black skirt, or• Black trousers• White blouse• White socks• Black shoes• Black sweater• Black blazer for formal occasions

Shoes must be black. No sandals or open toe shoes are permitted. Heels should be a maximum of 5cm high.

A suitable sports shirt and shorts should be worn for all on-site PE activities and all students will need a House Polo-shirt. Dress for off-site activities should be appropriate.

Other points on general appearance that must also be adhered to:

Whilst it is appreciated that Year 12 and 13 students may wish to show individuality, this must be kept within limits. The emphasis on appearance must always be based on being clean and tidy at all times, while setting a high standard for the younger students to aspire to. No extremes of either length or colour of hair will be accepted. Any student unsure about what would be accepted should ask a member of the Senior Leadership Team **before** changing their style/colour.

Facial hair is not permitted unless for genuine religious reasons. A letter from parents will be required in this instance.

A modest amount of jewellery may be worn by the students. This implies one necklace, one bracelet and one ring per hand. Choker style necklaces should not be worn.

No facial piercing is permitted.

Female students may wear a modest amount of make-up, which should be flesh toned.

Male students are not allowed to wear earrings or make-up.

ARABIC AND ISLAMIC STUDIES

ARABIC

All Arab passport holders will follow the Ministry of Education syllabus in Year 12 and be entered for the Ministry of Education examination at the end of the year. It is a requirement of the Ministry of Education in Dubai that all Arab passport holders must have attested certificate from the Ministry of Education at the end of Year 12. This is required to progress to Higher Education in GCC countries or into employment now, or in the future.

ISLAMIC STUDIES

All Muslim students will follow the Ministry of Education syllabus in Islamic Studies in Year 12. There are two routes of study with the first being for Arab Muslims in their target language of Arabic. The second route is for non-Arab Muslims who will be taught in English. The students will sit the Ministry of Education examination in Islamic Studies, in either Arabic or English at the end of Year 12.



ART AND DESIGN

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

Art and Design is a subject area which can offer a particularly rich and diverse range of learning experiences. This syllabus will provide the opportunity to undertake a course of study which is broad, purposeful and relevant to the student's needs. Individual abilities and interests will be developed through the use of a variety of materials, techniques and processes.

METHODS OF ASSESSMENT

The assessment is through ongoing coursework and a practical examination.

ENTRY INFORMATION

It is recommended that candidates will have studied Art and Design at GCSE or equivalent, but not essential. All students must have good drawing skills and may be asked to show a portfolio supporting their application.

CAREERS

This course would form an excellent foundation for students preparing for entry into a college or university, and would be of particular benefit to students who may wish to pursue careers in areas such as Fashion, Window Dressing, Theatre Studies, Graphic Design, Fine Art, Photography, Film/Video Production, Architecture, Teaching and Design in all its forms.



BIOLOGY



EXAMINATION BOARD: Oxford AQA International

BRIEF DESCRIPTION OF COURSE

This course will:

- Develop essential knowledge and understanding of biological principles, concepts and facts
- Promote an appreciation of the importance of experimental and investigation work in the study of Biology
- Recognise the value and responsible use of Biology in society, and develop appreciation for Biology in environmental, economic and technological contexts
- Be suitable for those students intending to study Biology at a higher level

METHODS OF ASSESSMENT

A range of question styles are used. Extended calculation questions allow students to demonstrate both their maths skills and logical thinking. Extended writing questions allow students to demonstrate the depth of their knowledge. In addition, multiple choice questions are included at the end of the papers, allowing students to manage their time.

ENTRY INFORMATION

It is recommended that candidates will have studied Core and Additional Science for the GCSE examination or IGCSE Biology and will have achieved a grade B or an equivalent grade in an international standard examination.

CAREERS

Biology can be useful in many careers, but particularly in Genetic Engineering, Medicine, Veterinary Science, Medical Research, Forensic Science, Nursing, Marine Biology and Environmental Biology.

BUSINESS STUDIES

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

Students are encouraged to think and act as business men and women as they develop the ability to understand business activity and the environment in which it takes place. Students are expected to apply their knowledge and understanding of business concepts to business situations and to develop problem-solving skills.

The course introduces the concept of enterprise and the characteristics needed to run a successful business. This involves finding out how to develop an idea and spot an opportunity and turn that into a profitable business. Managing each function of a business and understanding the economic influences are also key factors to be explored.

METHODS OF ASSESSMENT

Assessments are by three written examinations.

ENTRY INFORMATION

General entry requirements of at least five A*-C passes including English and Mathematics in GCSE courses or equivalent grades in international standard examinations.

CAREERS

Business Studies helps students to develop an understanding of the world of work and, as such, is of value in any career choice. Some of the more obvious careers benefiting from Business Studies include: Marketing, Hotel Management, Catering, Retail Management, Personnel Management as well as Banking and Finance.

CHEMISTRY

EXAMINATION BOARD: Oxford AQA International

BRIEF DESCRIPTION OF COURSE

This qualification allows clear progression to further study by giving students the knowledge and skills required at university for subjects such as chemistry, medicine or engineering. The specification is split into three areas: Physical, Organic and Inorganic chemistry. Students must also carry out ten required practical activities in the course.

METHODS OF ASSESSMENT

A range of question styles are used. Extended calculation questions allow students to demonstrate both their mathematical skills and logical thinking. Extended writing questions allow students to demonstrate the depth of their knowledge. In addition, multiple choice questions are included at the end of the papers, allowing students to manage their time.

ENTRY INFORMATION

It is recommended that candidates will have studied Core and Additional Science for the GCSE examination or IGCSE Chemistry and will have achieved a grade B or an equivalent grade in an international standard examination.

CAREERS

The full range of career opportunities open to well qualified chemists is far too great to list here, but a small selection includes analysis, forensic science, sports science, pathology, clinical biochemistry, art restoration, patents firms, chemical science, food sciences, agricultural sciences, nano-science, medicine, dentistry, pharmacy, anatomy, chemical engineering and pyrotechnics to name a few.



COMPUTER SCIENCE

EXAMINATION BOARD: AQA

BRIEF DESCRIPTION OF COURSE

Computer Science aims to ensure that all students are equipped to understand and change the world through computational thinking. It develops and requires logical thinking and precision. It combines creativity with rigour. Students apply underlying principles to understand real world systems and to create purposeful and usable artefacts. It provides opportunities for students to explore the wider societal and ethical issues associated with Computer Science and to develop as responsible practitioners.

A computing education also ensures that students become digitally literate, express themselves through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

METHODS OF ASSESSMENT

The course is a mixture of written examination, on screen examination and non-examined assessment.

ENTRY INFORMATION

It is recommended that students have followed the KS4 ICT or Computer Science programme of study and wish to continue on an academic pathway to study Engineering, Computer Science, Digital Media, Information Technology or Design Technology at university.

CAREERS

Computer Science provides an excellent progression to degree level courses in the areas of Computing, Engineering, Science, Digital Media or Design Technology. In addition the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

DESIGN & TECHNOLOGY: ENGINEERING LEVEL 3 BTEC

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

Engineering introduces students to design, construction and use of control systems, machines, devices and structures.

- In the Engineering BTEC, learners have the opportunity to demonstrate their knowledge, skills and understanding in a range of work-related contexts.
- Students will apply their learning through practical assessments in the form of internally assessed assignments and externally assessed tasks and written exams.
- You will gain an understanding of engineering principles, including mathematics and mechanical/electrical principles; and engineering processes.
- Applied General qualifications are for students progressing to their career through higher level study, although they could go directly into employment at the end of this course.

METHODS OF ASSESSMENT

The course is split into 50% written examination and 50% non-examined assessment.

ENTRY INFORMATION

General entry requirements of at least five A*-C passes including English and Mathematics in GCSE courses or equivalent grades in international standard examinations.

CAREERS

Success in this course can lead to higher education qualifications and careers surveying, architecture, engineering, construction management, sustainability management and many more.

"BTEC helps students get the skills that today's employers are looking for... BTEC is considered the gold standard of vocational learning." - Peter Jones, CBE



FASHION DESIGN AND DEVELOPMENT

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

Fashion Design and Development introduces students to design, development and realization of products for the fashion, clothing and textiles industries. The Fashion design and development course will develop the students' knowledge and understanding of:

- The characteristics and working properties of materials relevant to fashion design and development including the sources and classification of main fibre groups, yarns, mixtures, blends and laminates.
- Fabric and component manufacture including the structure and main construction methods, and the differences between them.
- The working properties of fibres and fabrics, and their physical characteristics in relation to their choice for various design solutions.
- The performance characteristics of fibres including tensile strength, elasticity, resilience, durability, flammability and weight.
- Construction methods including typical end uses, fabric finishes and surface decoration, and surface pattern technologies.
- The application of smart materials, e-textiles and technical textiles.
- How materials, other than fibres and fabrics, can be used in fashion design and development.
- Industrial and commercial practise including manufacturing processes, the use of ICT, pattern cutting, product manufacture and repair, production scales and quality control in relation to textiles and the fashion industry.
- The use of pattern cutting toiles and testing systems.

METHODS OF ASSESSMENT

The course is split into 50% written examination and 50% non-examined assessment.

ENTRY INFORMATION

General entry requirements of at least five A*-C passes including English and Mathematics in GCSE courses or equivalent grades in international standard examinations.

CAREERS

Success in this course can lead to higher education qualifications and careers in fashion design, Textiles design, Industrial design, Computer aided design, Interior design, Fashion illustration, Fashion Photography and a fashion buyer.



PRODUCT DESIGN

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

Throughout the Design and Technology Product Design Course the students will study the design, development and realization of domestic and commercial products that meet the needs and wants of users and clients. The product design course will develop the students' knowledge and understanding of:

- The characteristics and working qualities of materials relevant to product design and manufacture, including metal, woods, polymers, composites, smart and modern materials.
- The use of adhesives, permanent and semi-permanent fixings.
- The use of surface finishes and coating to enhance appearance and methods of preventing corrosion and decay such as paints, varnishes, sealants, preservatives, anodising, elasticity, resilience and durability.
- The application of smart and modern materials.
- Production processes including moulding, extrusion, laminating, milling, turning, casting, stamping and forming: the use of ICT prototyping, jigs and fixtures.
- Industrial and commercial practise including manufacturing processes and systems, product manufacture and maintenance, productions scales and quality control in relation to manufacturing and the Design industries.
- Modular/cell production systems, just-in-time manufacturing, bought in parts and components and the use of standardised parts.
- Rapid prototyping.

METHODS OF ASSESSMENT

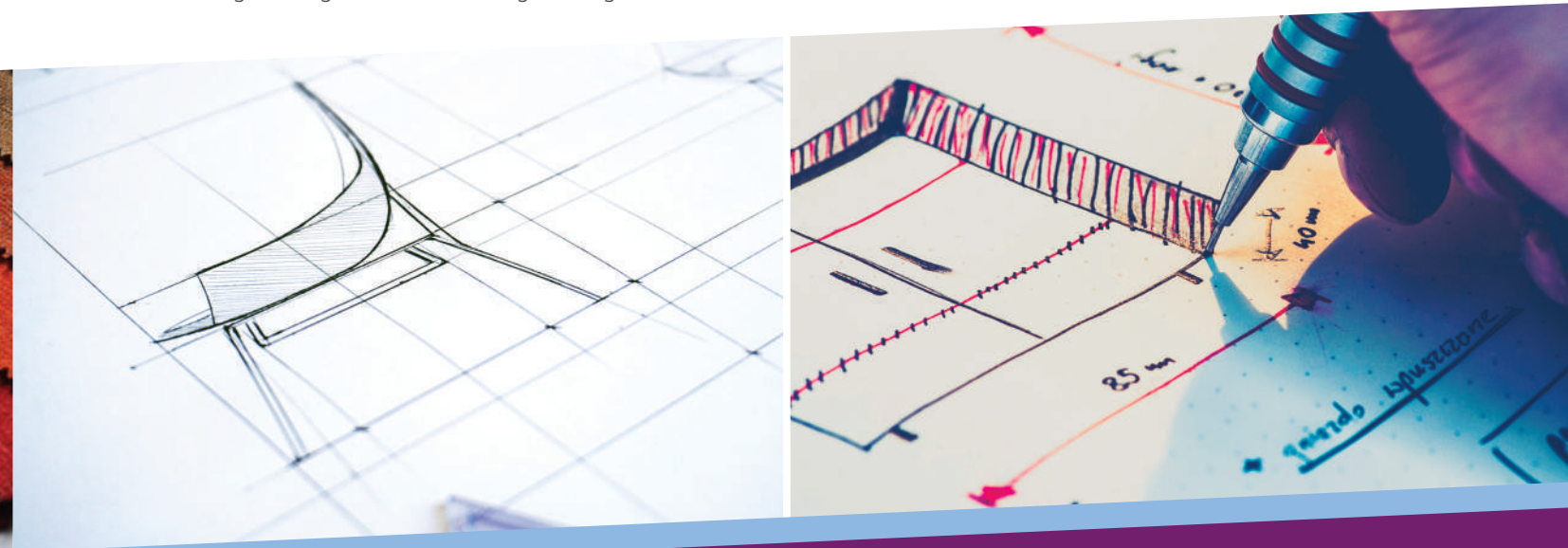
The course is split into 50% written examination and 50% non-examined assessment.

ENTRY INFORMATION

General entry requirements of at least five A*-C passes including English and Mathematics in GCSE courses or equivalent grades in international standard examinations.

CAREERS

Success in this course can lead to higher education qualifications and careers in Product design, Graphics design, Industrial design, Computer aided design, Architectural design technology, Creative design engineering, Aeronautical engineering.



DRAMA AND THEATRE STUDIES

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

Drama and Theatre Studies will engage students through encouraging creativity, focusing on practical work which reflects 21st century theatre practice and developing skills that will support progression to further study of drama and a wide range of other subjects.

Drama and Theatre course allows students the freedom to improvise as well as perform set plays. It will allow them to develop a range of roles within performance including acting, producing, set-design and the technical side of staging a play. It will develop students' concept of collaborative work and group responsibility. The course will also enable students to operate more autonomously and with confidence within a drama and theatre context.

METHODS OF ASSESSMENT

The course is a mixture of ongoing coursework, written examination and externally assessed performance.

ENTRY INFORMATION

General entry requirements of at least five A*-C passes including English and Mathematics in GCSE courses or equivalent grades in international standard examinations.

CAREERS

Study at A level can lead to further study in Drama, Theatre Studies and Performing Arts in higher education at HND or degree level. It may lead on to a career in the performing arts industries. Drama and Theatre Studies A level complements a range of subjects and is useful in building confidence and improving communication and presentation skills in a range of different careers.

ECONOMICS

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

This course will examine:

- How to develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life.
- How to apply economic concepts and theories in a range of contexts, to appraise their value and limitations in explaining real world phenomena.
- How to evaluate, analyse and explain the market economy and the idea of the government within it.
- The role of the individual, the firm and organisations in the production of goods and services.

METHODS OF ASSESSMENT

All assessments are through written examinations.

ENTRY INFORMATION

General entry requirements of at least five A*-C passes including English and Mathematics in GCSE courses or equivalent grades in international standard examinations.

CAREERS

Economics is advisable for those students who want to keep their options open in higher education. It can be combined with a wide range of social science and humanities subjects.

It is useful for careers in Politics, Management, International Trade, Marketing, Banking, Civil Service, Retailing and Leisure. Every world leader has expertise in Economics.



ENGLISH LANGUAGE

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

The aims and objectives of this qualification 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, develop skills as producers and interpreters of language and independently investigate language in use.

METHODS OF ASSESSMENT

The Pearson Edexcel International Advanced Level in English Language consists of four externally examined units: Unit 1, Unit 2, Unit 3 and Unit 4.

Unit 1: Language: Context and Identity Length: 1 hour 45 minutes Section A: Context and Identity Section B: The Creation of Voice	Unit 2: Language in Transition Length: 1 hour 45 minutes Section A: Spoken Language Today Section B: Written Language of 19th – 21st Century
Unit 3: Crafting Language (Writing) Length: 2 hours Section A: Creating Text Section B: Commentary	Unit 4: Investigating Language Length: 2 hours Section A: Unseen Data Analysis Section B: Extended Response

ENTRY INFORMATION

Candidates will be expected to have achieved a grade C or above in English Language GCSE or an equivalent grade in an international standard examination.

CAREERS

The skills you gain through studying English are marketable in most career areas. English graduates find opportunities in a wide range of careers including: administration; research; finance; general management; publishing companies; advertising marketing and public relations agencies, and media organisations. The retail, leisure and tourism sectors also typically recruit English graduates.



ENGLISH LITERATURE

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

The aims and objectives of this qualification are to enable students to read both independently set texts and texts selected for themselves, engage critically and creatively, develop and effectively apply knowledge of literary analysis and evaluation, explore the contexts of the texts they are reading and others' interpretations of them and undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.

METHODS OF ASSESSMENT

The Pearson Edexcel International Advanced Level in English Literature consists of four externally examined units: Unit 1, Unit 2, Unit 3 and Unit 4.

Unit 1: Post-2000 Poetry and Prose Length: 2 hour open book examination Section A: Post-2000 Poetry Section B: Post-2000 Prose	Unit 2: Drama Length: 2 hour open book examination Section A: Pre-1900 Drama Section B: Post-1900 Drama
Unit 3: Poetry and Prose Length: 2 hour open book examination Section A: Poetry Section B: Prose	Unit 4: Shakespeare and Pre-1900 Poetry Length: 2 hour open book examination Section A: Shakespeare Section B: Pre-1900 Poetry

ENTRY INFORMATION

Candidates will be expected to have achieved a grade C or above in English Language or Literature GCSE or an equivalent grade in an international standard examination.

CAREERS

The skills you gain through studying an English are marketable in most career areas. English graduates find opportunities in a wide range of careers including: administration; research; finance; general management; publishing companies; advertising marketing and public relations agencies, and media organisations. The retail, leisure and tourism sectors also typically recruit English graduates.

FRENCH

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

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

- Enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken.
- Develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language.
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media.
- Develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence.
- Engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context.
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken.
- Mediate between cultures and between speakers of the language and speakers of English.
- Foster their ability to learn other languages.
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.

METHODS OF ASSESSMENT

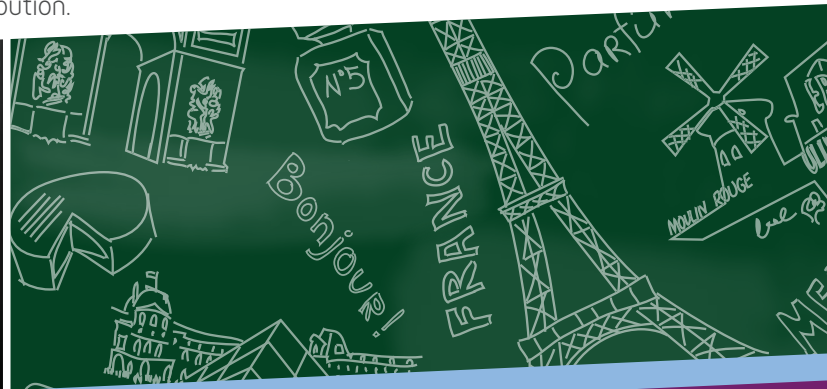
All assessments are through written examinations

ENTRY INFORMATION

Candidates will have studied French and will have achieved a minimum grade B in the GCSE examination or an equivalent grade in an international standard examination.

CAREERS

A qualification in French can access a myriad of courses and careers in: Film/Cinema, Finance/Banking/ Insurance, Education/Lecturing, Interpreting/Translation, Fashion/Design, Advertising, Accountancy, Law, Architecture, Airlines (pilot/cabin crew), Publishing, Journalism/TV/Reporting/ Broadcasting, Catering/ Restaurants/Hotel Management, Travel Agency, Shipping, Tour Guidance/ Administration, Sales/Marketing, Engineering/Construction, Import/Export, Personnel Management, Retail, Distribution.



MATHEMATICS

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

An A Level in Mathematics is highly respected by universities and employers alike. During the qualification you will learn to think logically, to process information accurately and to understand mathematical methods. These are all skills which will benefit you greatly in whatever profession you chose and it is these skills which more and more employers are looking for in prospective employees.

Year 12 – AS Level in Mathematics

You will study two core modules C1 and C2 plus one applied module. You choose from one of the applications M1, S1 and D1. All three modules are 100% assessed by examinations in June at the end of Year 12, with each module exam being 1½ hours. The three module results are equally weighted and combine to give an AS Level in Mathematics.

Year 13 – A Level in Mathematics

You will continue from AS Level studying two more core modules C3 and C4 plus one more application module. You choose from applications M1, S1, D1, M2 and S2. These modules are also 100% assessed by examinations in June at the end of Year 13, with each exam being 1½ hours. These three module results combine with the three results from Year 12 in an equally weighted manner to give an A Level in Mathematics.

METHOD OF ASSESSMENT

Assessment is in the form of written examinations.

ENTRY INFORMATION

Students must have studied Mathematics and achieved a grade B at GCSE or an equivalent grade in an international standard examination.

CAREERS

As well as being well respected by employers and universities, mathematics is one of the most common subjects required for entry onto a higher education course. Studying maths at A Level could lead you into a career in Accountancy, Architecture, Aviation, Banking and Finance, Computer Science and Engineering, just to name a few. Statistically, a graduate in the field of maths stands to earn more during their career than most other subjects.

FURTHER MATHEMATICS

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

An A Level in Further Mathematics is highly respected by universities and employers alike. During the qualification you will learn to think logically, to process information accurately and to understand mathematical methods. These are all skills which will benefit you greatly in whatever profession you choose and it is these skills which more and more employers are looking for in prospective employees. To study Further Mathematics candidates must also study A level Mathematics, their prerequisites, preambles and associated formulae is assumed and may be tested. The course consists of Further Pure Mathematics units FP1, FP2, FP3 and a further three Applications units (excluding C1-C4) to make a total of six units; or FP1, either FP2 or FP3 and a further four Applications units (excluding C1-C4) to make a total of six units. Students who are awarded certificates in both Advanced GCE Mathematics and Advanced GCE Further Mathematics must use unit results from 12 different teaching modules.

METHOD OF ASSESSMENT

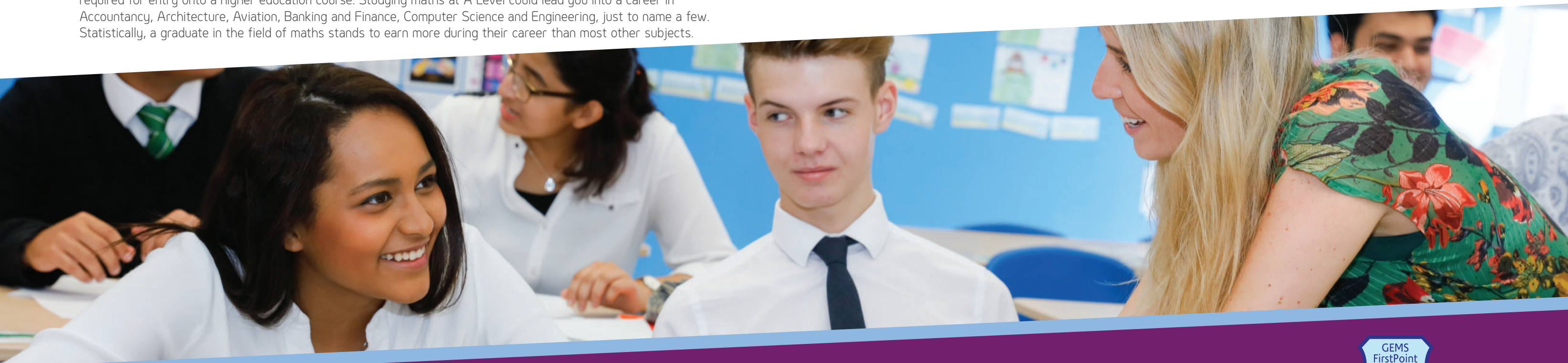
Assessment is in the form of written examinations.

ENTRY INFORMATION

Students must study A level Mathematics as one of their options and have achieved a grade A or A* at GCSE Mathematics or an equivalent grade in an international standard examination.

CAREERS

As well as being well respected by employers and universities, mathematics is one of the most common subjects required for entry onto a higher education course. Studying maths at A Level could lead you into a career in Accountancy, Architecture, Aviation, Banking and Finance, Computer Science and Engineering, just to name a few. Statistically, a graduate in the field of maths stands to earn more during their career than most other subjects.



GEOGRAPHY

EXAMINATION BOARD: AQA

This new specification that will be introduced in September 2016 will excite your minds, challenge perceptions and stimulate the investigative and analytical skills. Geography is the study of physical and human environments and how they interact together. It is delivered in the two disciplines of Physical and Human Geography and deals with a range of current topical global issues including global warming, tropical cyclones and global conflicts. AS and A2 Geography build on what is covered at GCSE Level and apply a range of detailed, current and topical case studies to core geographical concepts. You will study the systems, patterns and processes that happen in both urban and rural areas. The content includes studying volcanoes, earthquakes and storm hazards.

FIELDWORK

Field trips are an integral part of the geography department at FirstPoint. It is a vital and valuable component of the compulsory phase of every student's school experience. At both AS and A2, field trips are organised to provide an opportunity for students to experience and test theory learnt in the classroom.

METHOD OF ASSESSMENT

Assessment is in the form of written examinations and a geographical investigation.

ENTRY INFORMATION

General entry requirements of at least five A*-C passes including English and Mathematics in GCSE courses or equivalent grades in international standard examination.

CAREERS

Students with AS or A level Geography have access to a wide range of possible career and Higher Education opportunities. Transferable skills learned and developed throughout the course and highly valued by employers, universities and colleges. Careers for which a Geography qualification is desirable include Town Planning, Cartography, Leisure and Tourism, Landscape Architect, Conservation, Teaching, Geology and the Military.

Geography is recognised as both a Science and an Art. Geography supports applications for almost any Science based university course, such as Engineering, Psychology, Environmental Sciences, Oceanography and Geology; if taken with Humanities, Geography supports an equally wide range of university courses including Business, Law, Media, Politics and Philosophy.



HISTORY

EXAMINATION BOARD: AQA

BRIEF DESCRIPTION OF COURSE

History is intended to develop powers of reasoning, analysis and expression and to promote a thorough understanding of modern societies. As a course, the AS Level and A Level History qualifications have been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time.

The engaging topics available to students throughout the course will provide them with the knowledge and skills they require to succeed as AS and A-level historians. As part of the course there will be many opportunities to take part in a variety of trips and visits, including conferences and international study tours.

During the course you will learn:

- About the significance of events, individuals, issues and societies in history
- How and why societies have changed over time
- About the theories of historians and the language that they use to discuss their ideas
- To understand the nature of historical evidence and the methods used by historians to analyse and evaluate it
- To develop an understanding of how the past has been interpreted and represented
- To express your own historical ideas confidently and effectively

METHOD OF ASSESSMENT

Assessment is in the form of written examinations and a historical investigation.

ENTRY INFORMATION

General entry requirements of at least five A*-C passes including English and Mathematics in GCSE courses or equivalent grades in international standard examination.

CAREERS

History is highly regarded and considered a 'facilitating subject' for the top universities, regardless of the degree that you wish to study. It provides an excellent grounding for those wishing to progress onto Law and other traditionally 'humanities' subjects but also for Medicine and Veterinary Science as well as Business or Management.

A Level History can lead to further study of the subject at degree level and provides an ideal foundation for careers in areas such as Journalism, Law, Politics, Education, the Civil/Diplomatic Service or indeed any profession which requires analytical ability or the skill of presenting a coherent argument.



MUSIC

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

- Enable students to reach a higher level of performing, composing and musical understanding and analysis.
- Enable students to experience a wider range of western musical styles from instrumental and vocal backgrounds.
- Provide students with a foundation for the further study of Music at higher education level.

METHODS OF ASSESSMENT

Assessment is in the form of written examinations, ongoing coursework and an assessed performance.

ENTRY INFORMATION

It is recommended that most candidates will have studied Music at GCSE level. Students who have not taken GCSE Music will be considered if they have attained Grade 5 standard in both practical and theoretical Associated Board Examinations or their equivalent.

CAREERS

AS level or A level Music is a useful and, in some cases, essential qualification for advancement in further education or the pursuit of a career in Performing, Teaching, Music Therapy, Arts and Entertainment, Music Publishing, Radio, Television, marketing, Journalism and Record Industry.



PHYSICAL EDUCATION

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

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

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how physiological and psychological states affect performance.
- Understand the key socio-cultural factors that influence people's involvement in physical activity and sport.
- Understand the role of technology in physical activity and sport.
- Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance.
- Understand the contribution which physical activity makes to health and fitness.
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Core concept

Central to the study of Physical Education is the development of skill and technique, both physical and cognitive, in order to enhance the performance of physical activities. Implicit within this is the requirement to participate and perform. The development of ability towards an individual's optimum performance requires the application of knowledge and understanding where the individual is challenged to understand, and possibly achieve, a higher level of skill. Consequently, assessment of the individual student's performance allows for both the process of improvement attained through the application of knowledge and understanding of related subject matter, and the outcome assessment of the individual performance against accepted performance criteria.

METHOD OF ASSESSMENT

Assessment is by written examination and a non-examined internal assessment that is externally moderated.

ENTRY INFORMATION

It is recommended that candidates will have studied GCSE Physical Education or equivalent and will have achieved grade B or above. They will need to be physically able and fit, and should take part in at least one sport to a high standard.

CAREERS

A level Physical Education is a recognised qualification for entry to university. It will stand students in good stead if they are applying for courses in Sport, Leisure or related areas.



PHYSICS

EXAMINATION BOARD: Oxford AQA International

BRIEF DESCRIPTION OF COURSE

The aim of the A level Physics course is to:

- Develop an understanding and essential knowledge of the subject.
- Develop an understanding of the link between the theory and experiment.
- Develop the skills needed to use this knowledge and understanding in new and changing situations where relevant.
- Appreciate how Physics has developed and is used in present day society.
- Recognise the quantitative nature of Physics.

METHODS OF ASSESSMENT

Assessment is in the form of written examinations.

ENTRY INFORMATION

It is recommended that candidates will have studied Core and Additional Science for the GCSE examination or IGCSE Physics and will have achieved a grade B or an equivalent grade in an international standard examination.

CAREERS

Physics can lead to a wide range of courses and degrees. It is usually essential for any engineering degree. Students could use Physics to support other qualifications or progress onto further studies or employment, ranging from the Higher National Diplomas to degree courses. Physics relates to courses in the Sciences, Medicine, Radiography, Physiotherapy, Engineering and Biotechnology.



PSYCHOLOGY

EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

What is Psychology?

Psychology is the study of the mind, body and behaviour. The study of Psychology allows you to observe the behaviour of those around you and make analyses. Psychology is a discipline respected by universities and employers alike and is one of the most studied subjects in further education.

Why study Psychology?

- To explore how and why people behave in certain ways
- To find out about the link between people's behaviour and their environment
- To develop an awareness of psychological theories, research and case studies used to collect data
- To participate in and conduct your own psychological investigations

Have you ever wondered?

- Why some people find it easy to make friendships and have relationships, where as other people are shy and find social interaction very difficult?
- Why some people are control freaks and others are extremely laid back?
- Why the majority of people will obey orders from authority figures, no matter how unreasonable?

What does Psychology combine well with?

Psychology combines well with Biology, History, English or Geography. Equally it can be combined with more practical subjects to give a more balanced curriculum.

METHODS OF ASSESSMENT

This is a linear course and is assessed at the end of the Year 13 in the form of three written examinations. There is no coursework in this subject.

ENTRY INFORMATION

It is recommended that candidates will have excellent written skills in English and demonstrate good skills in Mathematics, as you will deal with statistics as part of the research methods section of the course.

CAREERS

Students of Psychology go on to study a hugely diverse range of higher education courses, including degrees in Psychology leading to a number of careers such as Clinical Psychology, Forensic Psychology, Child Psychology etc. In addition to this it opens up opportunities to go down other routes such as Journalism, Business, Advertising, Law, Philosophy, Social Science programmes, Teaching qualifications and Social work.



EXAMINATION BOARD: Edexcel

BRIEF DESCRIPTION OF COURSE

The courses will enable students to:

- Explore and develop an understanding of the contemporary society, cultural background and heritage of Spain and Spanish speaking countries.
- Listen and respond to a variety of authentic spoken and written sources.
- Demonstrate flexibility and the ability to use appropriate registers when communicating both in speech and writing.
- Manipulate Spanish accurately to organise facts and ideas, present explanations, opinions and information, argue a case, justify, persuade and develop arguments in both speech and writing.
- Understand and apply the grammatical system and a range of structures.
- Transfer meaning from Spanish into English and vice versa.

METHODS OF ASSESSMENT

Assessments are through written examinations and a speaking test.

ENTRY INFORMATION

Candidates will have studied Spanish and will have achieved a minimum grade B in the GCSE examination or an equivalent grade in an international standard examination.

CAREERS

A qualification in Spanish can access courses and careers in: Film/Cinema, Finance/Banking/Insurance, Education/Lecturing, Interpreting/Translation, Fashion/Design, Advertising, Accountancy, Architecture, Law, Airlines (pilot/cabin crew), Publishing, Journalism/TV/Reporting/Broadcasting, Catering/Restaurants, Hotel Management, Travel Agency, Shipping, Tour Guidance/Administration, Sales/Marketing, Engineering/Construction, Import/Export, Personnel Management, Retail and Distribution.



EXAMINATION BOARD: AQA

BRIEF DESCRIPTION OF COURSE

The Extended Project is a qualification that places students in control of their own learning, giving them the chance to explore something that really interests them. It is equivalent to an AS level, can earn extra UCAS points and teach skills that are valued by universities and employers.

The Extended Project aims to support students with the transition to Higher Education or into the world of work. It provides an opportunity for the development of critical, reflective, problem-solving and independent learning skills through the planning, research and evaluation of a self-selected project. This project will be a topic chosen from the students' academic subjects and their own personal interests. It will answer a research question agreed between the student and the teacher.

The Extended Project has no examinations, but is assessed through coursework. Students can:

- Learn more about something that interests them
- Investigate a controversial topic
- Expand knowledge of one of their AS or A level subjects
- Gain practical skills that will help in Higher Education and the workplace

METHODS OF ASSESSMENT

Once an agreed title has been chosen students will be given guidance to help develop the skills needed to manage the project. Whatever project is chosen, students will be expected to work independently, supported by teachers.

Assessment will be on:

- How well the project is managed, including planning time and choosing what methods to use
- How students select and use information and resources throughout the project
- The range of skills developed and used to achieve what was set out to be achieved
- How effectively work is reviewed

It is not what students produce but the process used to manage the project. What is learned and how students perform throughout the time spent on the project all count towards the final grade.

ENTRY INFORMATION

All students studying at FirstPoint will study the Extended Project.



Pocket

