



Key Stage 4 Options Booklet

Academic Year 2024-2025

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Introduction- 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:



Rhys Headley
Head of Secondary

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

General Certificate for Secondary Education (GCSE) 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 opportunities. I would like to offer some advice to both parents and students when selecting their pathway.

For Parents:

- ✓ Encourage your child to choose subjects that they are interested in and passionate about. Whilst it is important to consider future career paths, it is also important for your child to enjoy their studies and perform well.
- ✓ Research the requirements for post-16, university and career paths that your child may be interested in. Some colleges, universities or careers may require specific GCSE and BTEC subjects or a certain grade in those subjects.
- ✓ Consider your child's strengths and weaknesses when helping them make their selections. Choose a balance of subjects that they are good at and enjoy, as well as subjects that may be more challenging but still of interest.
- ✓ Keep in mind that a well-rounded education is important. Encourage your child to take a variety of subjects.
- ✓ Listen to your child and support them with their wishes, allow them to have the biggest input into these decisions.

For Students:

- ✓ Choose subjects that you are passionate about and interested in. You will perform better in subjects that you enjoy and are motivated to learn in.
- ✓ Consider your future goals and what subjects may be required for post-16, university or career paths that you are interested in.
- ✓ If you are unsure, don't stress. Ask for help.
- ✓ Don't select subjects to please your peers, parents or teachers. It is better to seek a successful future than approval from others.
- ✓ Speak to your Class Teachers, Heads of Department and Heads of Year to gain a better understanding of what each subject entails and what the expectations are for coursework and examinations.
- ✓ Don't avoid subjects because they have a reputation of being difficult. Find out for yourself.
- ✓ Choose a balance of subjects that you are good at and enjoy, as well as subjects that are challenging but of interest. Keep in mind that a well-rounded education is important; take a variety of subjects.

In closing, choosing GCSEs and BTECs can be daunting. It is important to keep in mind that these decisions should be based on your child's interests, strengths and future goals. Making informed choices will set your child up for success in their academic and professional careers.

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**

You are at a pivotal stage in your education and are about to be tasked with making important decisions about your options subjects. This process also encourages you to think about what you want for your future beyond FPS. Therefore, when making such choices 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 potential pathways they might open for you. I am in my 7th year at FPS and am responsible for overseeing Teaching and Learning so can support you in grappling with the various subject questions and queries you are considering. I look forward to guiding you through this process and ensuring that the choices you make not only contribute to an enriching academic experience but also pave the way for a future that aligns with your goals and aspirations.



Laura Nulty
Assistant Headteacher

I am currently in my 6th year at FPS and have been in the UAE working for GEMS Education for 11 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 8th 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. Moreover, I provide specific outcome-related support to the Heads of Year 10, 11, 12 and 13.



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 8 years, which has included providing support and access to enable all students to find a suitable, yet challenging pathway 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.



Erika Kennedy
Assistant Headteacher

My role as Assistant Headteacher is to support with this 'step up'; to ensure you feel ready and prepared to take on this new challenge. Through leading behaviour for learning, I ensure your Key Stage 4 and 5 lessons are as focused as possible. I work alongside teachers and leaders to ensure the climate for learning is optimised to promote productivity and progress. As you focus your subject choices to reflect your interests and passions, you will notice a dynamic change in the way classrooms feel. This only continues to flourish in further education or in the workplace as you surround yourself with people with the same interests as you. I look forward to being part of your journey working with your teachers to maximise your learning experience.



Samera Dhansey
Assistant Headteacher

Having joined FPS this academic year as an Assistant Headteacher for Secondary, it has been an absolute pleasure meeting so many wonderful students! With a decade of UK education experience, I understand the stress of the options process. Take time to explore this booklet and ask your teachers questions about courses and qualifications. Your choices now shape your future, so opt for subjects aligning with your long-term goals. In my role, I collaborate with Heads of Departments to tailor our curriculum offerings to meet student needs. Feel free to reach out- I'm here to support you in making informed choices.

Meet Our Team- Head of Year and Form Tutors

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. Below, we hear from the current Head of Year 9.



Aoife McHugh
Head of Year 9

As the Head of Year 9, my role is pivotal in fostering a positive and supportive learning environment for students during this crucial stage of their academic journey. My responsibilities encompass overseeing academic progress, addressing pastoral concerns and facilitating communication between students, parents and teachers. My work significantly influences the Year 9 experience by shaping an holistic educational atmosphere. I strive to create an inclusive space that nurtures personal development, academic achievement and social growth. Through collaboration with teachers and staff, I implement initiatives to enhance the overall wellbeing of students, preparing them for the challenges and opportunities that lie ahead. Our Year 9 Form Tutor team is fantastic. Should you have any questions, need support or wish to share stories of your child's successes outside of school, they are always contactable. I am here to support and guide your child and yourself throughout the year.

FORM TUTORS

All students 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 Care 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.



Rachel McCann
Director of Careers

My role is to guide students and parents through the intricate landscape of career choices. Collaborating closely with students, I assist in identifying their skills, interests and values, aligning them with potential career paths. I offer insights into educational and vocational routes, help secure scholarships, and facilitate workshops and events to enrich students' profiles. Key employability skills are woven into the curriculum and I aid in finding industry exposure opportunities. Engaging with experts and government bodies, I ensure the best support for students transitioning to higher education. For parents, I provide guidance on educational and career options, empowering them to support their child's informed decisions. My mission is to facilitate well-informed choices for students and families, aiding them in achieving their career aspirations.



Lily Shaekhova
Head of English as an Additional Language (EAL)

My role is to support students in developing proficiency in English. Working closely with teachers and parents, our team identifies learners in need of language support. We create personalised learning plans and offer additional English lessons and resources to support language development. For parents, I facilitate discussions about their child's language learning progress. We provide regular updates on your child's linguistic development and collaborate closely with you to ensure you have the information and resources necessary to support your child's learning journey. My aim is to ensure inclusive education, providing every English language learner with the necessary support to excel. We celebrate and build upon the languages they speak, fostering a holistic approach to language acquisition.



Patrick Kennedy
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 and Pupil Passports to help them reach their full potential. I also work with colleagues at FPS to ensure that students take part in interventions and support programmes, such as speech and language therapy and emotional wellbeing programmes. Additionally, I liaise with exam boards to ensure that students receive any necessary accommodations during exams. My vision is to create an inclusive learning environment where every student feels valued, respected and supported to fulfil their potential.



Deirdre Conlan
Student Counsellor

My role is to ensure the emotional and mental wellbeing of students. I work closely with them to identify and address any issues that may be affecting their academic performance or personal lives. I offer individual counselling sessions to students and organise group workshops and seminars on topics such as stress management, anxiety, and coping skills. Additionally, I collaborate 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 their 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. I empower them with the tools and resources they need to achieve their full potential.

Qualifications

GCSE OVERVIEW

GCSE is an important academic qualification awarded to students after they complete their secondary education. GCSEs are usually taken by students between the ages of 14-16. They are recognised by universities, colleges and employers both in the UK and internationally.

The GCSE courses are usually taught over a two-year period and students are assessed through a combination of internal assessments and external examinations. The final grade is based on the performance in external examinations and non-examined assessment (NEA- coursework). The assessment methods vary by qualification. These are set and marked by the examination boards.

GCSE qualifications provide students with a good foundation in a range of academic and vocational subjects. They are a prerequisite for further education qualifications, such as A Levels, Level 3 BTECs and vocational qualifications. GCSEs are also often required by employers, especially in industries that require a high level of academic achievement.

In summary, GCSE qualifications are an important milestone in a student's academic journey and provide a solid foundation for further education and employment opportunities. As parents, it is important to encourage and support your child throughout their GCSE studies to help them achieve their full potential.

BTEC INTERNATIONAL LEVEL 2 OVERVIEW

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; allowing students to develop the employability skills that employers are seeking. This makes them well-regarded by schools, universities and employers, 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, this makes them ideal for students who find examinations difficult. There are no examinations.

The BTECs we offer can be studied alongside GCSEs, and will support student progression into post-16 education. We offer progressive BTEC courses; Level 3 qualifications are available in Key Stage 5.

GRADING SYSTEMS

The grading system for GCSEs has changed from the traditional A*-G grading system to a 9-1 grading system. Under this new system, a grade 9 is the highest achievable grade, with grade 1 being the lowest.

In the UK, the Department for Education (DfE) considers a grade 4 as a pass and grades 5 and above a strong pass. In the United Arab Emirates (UAE), the Knowledge and Human Development Authority (KHDA) considers a grade 4 to be working at curriculum standards and grades 6 and above to be above curriculum standards.



Some of our subjects are International General Certificate of Secondary Education (IGCSE) qualifications. They carry the same recognition as GCSEs, but are more internationally focused. The curriculum is designed to be suitable for students from a variety of countries and educational backgrounds. For some examination boards, IGCSEs are graded on a scale from A* to G. Our Heads of Department use their



knowledge and expertise to select the most appropriate qualification type for our students.

The assessment grades for a BTEC International Level 2 qualifications are determined based on the performance of students in their assessments. The outcomes are equivalent to GCSEs and range from Pass (4), Merit (5.5), Distinction (7) and Distinction* (8.5).

ATTENDANCE AND PUNCTUALITY FOR GCSE AND LEVEL 2 BTEC QUALIFICATIONS

It is important that students attend school and are punctual throughout their GCSE 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 at the end of August. The Examinations Officer will communicate the process of collection and specific details with all families.

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

ENGLISH LANGUAGE- Cambridge Examinations

ENGLISH LITERATURE- Edexcel Pearson

ENGLISH AS A SECOND LANGUAGE- Cambridge Examinations

MATHEMATICS- Edexcel Pearson

FURTHER MATHEMATICS- Edexcel Pearson

MORAL, SOCIAL AND CULTURAL STUDIES- Ministry of Education

TRIPLE SCIENCE- AQA

COMBINED SCIENCE- TRILOGY- AQA

BTEC INTERNATIONAL LEVEL 2 APPLIED SCIENCE- Edexcel Pearson

PHYSICAL EDUCATION (PE CORE)- National Curriculum

OPTION:

ART AND DESIGN- Edexcel Pearson

BTEC INTERNATIONAL LEVEL 2 IT- Edexcel Pearson

BUSINESS- Edexcel Pearson

COMPUTER SCIENCE- AQA

DESIGN TECHNOLOGY: PRODUCT DESIGN- Edexcel Pearson

FOOD PREPARATION AND NUTRITION- AQA

DRAMA AND THEATRE STUDIES- Edexcel Pearson

ECONOMICS- Edexcel Pearson

FRENCH- Edexcel Pearson

GEOGRAPHY- Edexcel Pearson

HISTORY- Edexcel Pearson

MEDIA STUDIES- Edexcel Pearson

PHYSICAL EDUCATION (GCSE PE)- AQA

PSYCHOLOGY- AQA

SPANISH- 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 4 Curriculum and Option Blocks

CURRICULUM

What core subjects will I study and how many hours will this be for per week?

- ✓ Islamic Studies (Muslim Students Only) or Subject Preparation- 2 hours per week.
- ✓ Arabic A- 3 hours per week.
- ✓ English Language- 3 hours per week.
- ✓ English Literature- 1 hour per week.
- ✓ English as a Second Language- 4 hours per week.
- ✓ Mathematics and Further Mathematics- 4 hours per week.
- ✓ Moral, Social and Cultural Studies- 1 hour 20 minutes per week
- ✓ Science (Triple, Combined and BTEC)- 4 hours per week.
- ✓ Physical Education (PE Core)- 2 hours per week.

How many other option subjects will I take?

- ✓ 3.

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

- ✓ 3.

What are those subjects?

- ✓ Art and Design, BTEC International Level 2 IT, Business, Computer Science, Design Technology: Product Design, Food Preparation and Nutrition, Drama and Theatre Studies, Economics, Enhanced Study (Extra English, Mathematics and Science), French, Geography, History, Media Studies, Physical Education (GCSE PE), Psychology and Spanish.

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 25 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
Art and Design	Business	Art and Design
Business	Computer Science	Business
Computer Science	Drama and Theatre Studies	Design Technology: Product Design
Design Technology: Product Design	Economics	Economics
Food Preparation and Nutrition	French	Enhanced Study
Geography	Media Studies	History
Media Studies	GCSE PE	Media Studies
Psychology	Spanish	GCSE PE
BTEC IT		Psychology
Golf Centre of Excellence		



Core Subjects

Islamic Studies

EXAMINATION BOARD

Ministry of Education

BRIEF DESCRIPTION OF COURSE

The Islamic 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.

English Language

EXAMINATION BOARD
Cambridge Examinations

SPECIFICATION CODE
0500

SPECIFICATION HYPERLINK
[English Language](#)

BRIEF DESCRIPTION OF COURSE

The aims of this course are to enable students to: read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language; read critically, and use knowledge gained from wide reading to inform and improve their own writing; write accurately and effectively, using Standard English appropriately; work with information and with ideas in language by developing skills of evaluation, analysis, use and inference; listen to, understand, and use spoken language effectively; acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1	Reading	2 Hours	80	50%
Component 3	Coursework Portfolio	-	80	50%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

The English Language IGCSE provides a good range of core academic, analytical and written skills. As a core subject, English Language is one of the most important subjects needed to continue into the study of A Level, including the study of English Language, English Literature, the Humanities and MFL. 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?

English is one of the most important subjects that students can study; not only is it an important foundation for many of the courses, qualifications, employment or further education students may embark upon in life, it is also a pre-eminent global language and the primary language used in trade and business industries across the world. Furthermore, English develops key reading and writing skills, both of which are important for communication, and also helps students to build and apply crucial critical thinking and evaluation skills.

English Literature

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

4ET1

SPECIFICATION HYPERLINK

[English Literature](#)

BRIEF DESCRIPTION OF COURSE

The aims and objectives of this qualification are to enable students to: engage with and develop the ability to read; understand and respond to a wide range of literary texts from around the world; develop an appreciation of the ways in which writers achieve their literary effects; develop the skills needed for literary study; explore, through literature, the cultures of their own and other societies; find enjoyment in reading literature and understand its influence on individuals and societies.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Component 1	Examination	2 Hours	90	60%
Component 3	Coursework Portfolio	N/A	60	40%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

The English Literature IGCSE provides a good range of core academic, analytical and written skills. English Literature relates well to and supports all other A Level subjects: it is the perfect complement to subjects such as History, Drama, 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 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 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.

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 texts, and to know how to build a convincing argument are just a few.

English as a Second Language (ESOL)

EXAMINATION BOARD
Cambridge Examinations

SPECIFICATION CODE
0511

SPECIFICATION HYPERLINK
[English as a Second Language \(ESOL\)](#)

BRIEF DESCRIPTION OF COURSE

Cambridge IGCSE English as a Second Language (ESOL) develops skills for understanding and communicating in a range of situations in English. These skills include the ability to understand written and spoken texts and selecting relevant information from them. This information may be directly stated or implied. Learners develop the linguistic skills required for progression to further studies or employment through being able to communicate clearly in writing and speaking, on both familiar and less familiar topics.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
A01 Reading	Reading and Writing Paper 1	2 Hours	30	25%
A02 Writing			30	25%
A03 Listening	Paper 2 Listening	50 Minutes	40	25%
A04 Speaking	Paper 3 Speaking	15-20 Minutes	40	25%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

The course develops learners' ability to use English effectively for the purpose of practical communication. It builds learners' awareness of the nature of language and language-learning skills. The course also develops transferable skills to complement other areas of the curriculum and promotes learners' personal development.

WHY ESOL?

Cambridge IGCSE English as a Second Language offers learners the opportunity to develop practical communication skills in reading, writing, listening and speaking. It will enable learners to become independent users of English both to support further study and to communicate effectively in a variety of practical contexts.

Mathematics

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

4MA1

SPECIFICATION HYPERLINK

[Mathematics](#)

BRIEF DESCRIPTION OF COURSE

The course is designed to develop students' knowledge and understanding of mathematical concepts and techniques, to acquire a foundation of mathematical skills for further study in the subject or related areas, to enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems and to appreciate the importance of mathematics in society, employment and study.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1	Written and Calculator	2 Hours	100	50%
Paper 2	Written and Calculator	2 Hours	100	50%

ENTRY TIERS

Students entering the Foundation Tier can achieve grades 1 – 5. Students entering the Higher Tier can achieve grades 3 – 9. Our department will work with students and their families to enter them in to the most appropriate tier.

CAREERS

Students that achieve a grade 7 or higher can then progress to study the A Level Mathematics qualification, whilst students that achieve a grade 8 or higher should consider the Advanced Mathematics/Further Mathematics A Level qualification.

Having a strong foundation in IGCSE Mathematics can also support students in accessing many other A Level courses that we offer at FPS such as; Business, Economics, Biology, Chemistry, Physics, Computer Science, Product Design, Fashion and Textiles, Geography and Psychology.

Continuing to study Mathematics in further education will open doors to a huge variety of career paths in industries like Finance, Engineering, Architecture, Medicine, Data Analysis, Teaching, Computer Science, Game Design, Animation and many more.

WHY MATHEMATICS?

Students that excel and succeed in Mathematics don't just do it solely for their love of numbers but for the hugely transferable skillset that it nurtures and develops that supports them in so many areas outside of the subject. The ability to think rationally, the ability to see things from a different perspective, the ability to problem solve, the ability to think critically, the ability to link and apply – all of these are crucial to success in any walk of life so being open and receptive to learning Mathematics can benefit you in so many ways, not to mention the sense of satisfaction and accomplishment you get from progressing in the subject.

Further Mathematics

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

4PM1

SPECIFICATION HYPERLINK

[Further Mathematics](#)

BRIEF DESCRIPTION OF COURSE

Students should only take this course upon the early completion of the IGCSE Mathematics course and having achieved a Grade 8 or higher. The department will lead on this process.

The specification is designed to provide a course of study for those whose mathematical competence may have developed early, to develop an understanding of mathematical reasoning and processes, and the ability to relate different areas of mathematics, to enable students to acquire knowledge and skills with confidence, satisfaction and enjoyment and to develop mathematical skills for further study in the subject or related areas.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1	Written and Calculator	2 Hours	100	50%
Paper 2	Written and Calculator	2 Hours	100	50%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

Students that complete this course are encouraged to progress to study Advanced Mathematics/Further Mathematics offered at A Level. Having completed this at GCSE students will have been exposed to much of the content already and just need to extend and develop their prior knowledge which makes achieving an A or A* extremely possible.

A Level Further Mathematics can be a requirement for entry to the top Mathematics degrees and some universities will not consider applications from students without it.

Career paths in Engineering, Computer Science and Economics/Finance industries are significantly more attainable after studying a qualification in 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 IGCSE course and encounter new areas of Mathematics.

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 and demanding but equally rewarding.

Moral, Social and Cultural Studies

EXAMINATION BOARD

Ministry of Education

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.

ENTRY TIERS

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

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

Triple Science

EXAMINATION BOARD

AQA

SPECIFICATION CODE

GCSE Biology – 8461

GCSE Chemistry – 8462

GCSE Physics – 8463

SPECIFICATION HYPERLINK

[Triple Science Biology](#)

[Triple Science Chemistry](#)

[Triple Science Physics](#)

BRIEF DESCRIPTION OF COURSE

We believe that science has something to offer every student. In Triple Science, students are taught by subject specialists and will be awarded separate GCSEs in Biology, Chemistry and Physics. The Triple Science specifications also encourage the development of knowledge and understanding in science through opportunities in working scientifically. This is achieved by students completing several required practical tasks embedded within the curriculum that target specific practical and investigative skills. You'll see that with each of the sciences there is a clear straightforward specification, with clear straightforward examinations, so all students can realise their potential.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Biology Paper 1	Written Paper	1 Hour 45 Minutes	100	50%
Biology Paper 2	Written Paper	1 Hour 45 Minutes	100	50%
Chemistry Paper 1	Written Paper	1 Hour 45 Minutes	100	50%
Chemistry Paper 2	Written Paper	1 Hour 45 Minutes	100	50%
Physics Paper 1	Written Paper	1 Hour 45 Minutes	100	50%
Physics Paper 2	Written Paper	1 Hour 45 Minutes	100	50%

ENTRY TIERS

Students can enter into the Foundation or Higher Tier. Students entering the Foundation Tier can achieve grades 1-5. Students entering the Higher Tier can achieve grades 4-9. Our department will work with students and their families to enter them into the most appropriate tier.

CAREERS

GCSE Triple Science offers the perfect opportunity to continue the separate sciences into A Level. A Triple Science GCSE can open the door to a wide range of careers such as Medicine, Engineering, Architecture and Pharmacology to name just a very few. A GCSE in the sciences really can open any door.

WHY TRIPLE SCIENCE?

Learn in detail about everything in the world around us, from spinning electrons to the solar system. In Triple Science you are taught by subject specialists, where you will delve into the big questions surrounding us from the past, present and future.

Combined Science- Trilogy

EXAMINATION BOARD

AQA

SPECIFICATION CODE

GCSE Combined Science Trilogy (8464)

SPECIFICATION HYPERLINK

[Combined Science- Trilogy](#)

BRIEF DESCRIPTION OF COURSE

We believe that Science has something to offer every student. In Combined Science students will be taught by a range of Science teachers. With less content to cover in Combined Science, teachers are able to spend quality time ensuring the lesson content is understood fully by students. There will be ample opportunities for students to develop their practical skills by carrying out several required practical tasks which are embedded within the curriculum. These required practical tasks will not only develop students' investigative skills but will also develop understanding about the core scientific processes being taught at that time. At the end of this linear course students will be awarded two 'Combined Science' GCSEs.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Biology Paper 1	Written Paper	1 Hour 15 Minutes	70	16.7%
Biology Paper 2	Written Paper	1 Hour 15 Minutes	70	16.7%
Chemistry Paper 1	Written Paper	1 Hour 15 Minutes	70	16.7%
Chemistry Paper 2	Written Paper	1 Hour 15 Minutes	70	16.7%
Physics Paper 1	Written Paper	1 Hour 15 Minutes	70	16.7%
Physics Paper 2	Written Paper	1 Hour 15 Minutes	70	16.7%

ENTRY TIERS

Students can enter into the Foundation or Higher Tier. Students entering the Foundation Tier can achieve grades 1 - 5. Students entering the Higher Tier can achieve grades 4 - 9. Our department will work with students and their families to enter them into the most appropriate tier.

CAREERS

Contrary to popular belief, a GCSE in Combined Science still allows students to continue onto the sciences at A Level. A Combined Science GCSE can open the door to a wide range of careers such as Medicine, Engineering, Architecture and Pharmacology to name just a very few.

WHY COMBINED SCIENCE?

Combined Science offers a perfect pathway for students who enjoy Science but are not looking at continuing with the sciences at A Level. Combined Science covers less content than Triple Science, making the study of Science more manageable and accessible.

BTEC International Level 2 Applied Science

EXAMINATION BOARD

Edexcel

SPECIFICATION HYPERLINK

[BTEC International Level 2 Applied Science](#)

BRIEF DESCRIPTION OF COURSE

The Certificate qualification is equivalent to 2 GCSEs and designed to support learners who are interested in learning about the applied science industry alongside other fields of study, with a view to progressing to a wide range of courses at Level 3/pre-tertiary level, not necessarily in applied science-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 2 qualifications or GCSEs. The department will lead on the identification of students suitable for this course.

ASSESSMENT

The course is made up for 240 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. Eight units, of which five are mandatory and two units are assessed by a Pearson Set Assignment. Mandatory content (25%). Units are assessed using a grading scale of Distinction (D), Merit (M) and Pass (P).

Unit Number and Title	GLH	Assessment Type	Learning Aims
1 Principles of Science	30	Mandatory (PSA)	This unit provides the foundation for all the other units in the programme. It introduces cell biology, genetics, homeostasis and nervous and endocrine control, atomic structure, the periodic table and chemical reactions, energy and electromagnetic waves.
2 Chemistry and Our Earth	30	Mandatory	This unit builds on chemistry concepts introduced in Unit 1. It provides knowledge and understanding of the physical and chemical properties of naturally occurring substances and those used in a wide range of industrial processes.
3 Energy and Our Universe	30	Mandatory	This unit covers ionising radiation, how energy is produced and transferred through to a country's system operator of electricity and gas supply and the Solar System.
4 Biology and Our Environment	30	Mandatory	This unit looks at the causes of variation between organisms and how organisms interact with each other. It also considers the effects of human activity on the environment and factors that affect human health.
8 Scientific Skills	30	Mandatory (PSA)	This unit enables learners to build on key chemistry concepts learned in Unit 1: Principles of Science and Unit 2: Chemistry and Our Earth to develop an understanding of the principles behind industrial applications of chemistry.
3 additional Optional units will be selected by the Head of Department. All will be 30 GLH. These will be strategically selected in line with the students' ability, interests and needs.			

CAREERS

If you are successful on this course, you will be able to continue studying towards BTEC International Level 3 qualifications in scientific disciplines, subject to the entry requirements of that programme or seek employment in a science based organisation at an entry level.

WHY BTEC INTERNATIONAL LEVEL 2 APPLIED SCIENCE?

International Level 2 Applied Science not only equips students with practical skills but also nurtures a deep understanding of scientific principles, fostering a strong foundation for further studies and real-world applications in various scientific disciplines.

Physical Education (PE Core)

BRIEF DESCRIPTION OF COURSE

The Physical Education 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 "options 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

Students will select one of the following specialisms in Art and Design:

- ✓ Art, Craft and Design (1AD0)
- ✓ Fine Art (1FA0)
- ✓ Graphic Communication (1GCO)
- ✓ Textile Design (1TE0)
- ✓ Three-dimensional Design (1TDO)
- ✓ Photography (1PY0)

SPECIFICATION HYPERLINK

[Art and Design](#)

BRIEF DESCRIPTION OF COURSE

Art and Design equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. GCSE Art and Design provides the opportunity for students to explore both contemporary and historical sources of art, craft and design first hand.

ASSESSMENT

Art and Design consists of internally assessed and externally moderated components.

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Component 1	Personal Portfolio	12 Months	72	60%
Component 2	Externally Set Assignment	3 Months	72	40%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

The Pearson Edexcel GCSE Art and Design course can be followed directly at FPS by our A Level Art and Design Course. Future career paths may include, Fine Artist, Graphic Designer, Architect, Photographer, Fashion and Textile Design, Interior Designer, Digital Artist 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.

BTEC International Level 2 Information Technology

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

4IT1

SPECIFICATION HYPERLINK

[BTEC International Level 2 Information Technology](#)

BRIEF DESCRIPTION OF COURSE

The Pearson BTEC International Level 2 qualifications in Information Technology (IT) target learners aged 14–19 aspiring to build a career in IT, paving the way for further studies at Level 3 or entering junior IT roles.

The curriculum encompasses various IT aspects such as support, website development, application development and games development. Mandatory content ensures learners acquire essential skills important to their chosen IT specialisation, while optional units provide flexibility.

The overarching goal is to equip students with the knowledge and skills required for success in higher education or in entry-level IT positions. Notably, the qualification emphasises the development of transferable skills—skills applicable beyond the IT realm. These encompass cognitive and problem-solving skills, such as critical thinking and creative solutions; interpersonal skills, including communication and collaboration; and intrapersonal skills like adaptability and resilience.

ASSESSMENT

The course is made up for 120 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:
Using IT to Support Information and Communication in Organisations	60	Set assignment	A- Explore how IT meets the needs of organisations. B- Plan an information campaign for an identified organisation. C- Produce an information campaign for an identified organisation.
Data and Spreadsheet Modelling (Subject to change)	60	Internal	A- Understand the role of data and information in organisations B- Create a dashboard using data manipulation methods. C- Review the effectiveness of the dashboard to provide information.

ASSESSMENT

Students will be assessed through several ways including set assignments and practical tasks, including producing a thorough and well-balanced evaluation of how IT infrastructure could fulfill the needs of a specific organisation and its stakeholders. Students are expected to make realistic and well-explained business-related observations concerning the advantages and disadvantages of the different elements within their proposed IT infrastructure plan. There are 2 mandatory units, which includes 1 internal unit and 1 set assignment unit. Learners must complete and achieve a Pass or above in all mandatory units.

CAREERS

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

- BSc (Hons) in Computer Science
- BEng (Hons) in Computer Science and Engineering
- BSc (Hons) in Information Technology
- BSc (Hons) in Information Technology Management
- BEng (Hons) in Software Engineering
- BSc (Hons) in Software Development
- BSc (Hons) in Computer Systems and Networks
- BEng (Hons) in Network Computing
- BSc (Hons) in Cybersecurity
- BSc (Hons) in Cyber Security and Forensics
- BSc (Hons) in Artificial Intelligence
- BSc (Hons) in AI and Machine Learning

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.

WHY BTEC INFORMATION TECHNOLOGY?

This BTEC qualification blends theoretical knowledge with hands-on practical and technical skills through applied learning. This involves students actively participating in vocational tasks that not only enhance their understanding but also foster the development of essential vocational behaviors and transferable skills. These skills, including effective communication, collaborative teamwork, and proficient research and analysis, which are highly sought after by employers. The programmes units are strategically designed to guide students in identifying and seizing opportunities to refine and apply these valuable skills in real-world scenarios.

Business

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

1BSO

SPECIFICATION HYPERLINK

[Business](#)

BRIEF DESCRIPTION OF COURSE

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

ASSESSMENT

2 Papers: Paper 1 is based on theme 1, Paper 2 is based on theme 2.

Each paper is divided into three sections:

- ✓ Section A: 35 marks.
- ✓ Section B: 30 marks.
- ✓ Section C: 25 marks.

Papers will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Questions in Sections B and C will be based on business contexts given in the paper.

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Theme 1: Investigating Small Business (1BS0/01)	Written Examination	1 Hour 45 Minutes	90	50%
Theme 2: Building A Business (1BS0/02)	Written Examination	1 Hour 45 Minutes	90	50%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

This works very well for students to continue to study Business at A Level and also supports Economics and Enterprise. Business is a subject with a broad spectrum of application, allowing students to pursue a range of tasks and careers after studying business.

WHY BUSINESS?

This is all around us in every product and service, every job, every transaction and every advertisement. This is the modern world, get in front or get behind.

Computer Science

EXAMINATION BOARD

AQA

SPECIFICATION CODE

8525

SPECIFICATION HYPERLINK

[Computer Science](#)

BRIEF DESCRIPTION OF COURSE

The AQA GCSE Computer Science course offers students a comprehensive exploration of key concepts in computer science, covering programming, algorithms, data representation and computer systems. Through engaging and practical learning, students develop essential computational skills, laying the foundation for a profound understanding of technology and its applications in the modern world.

ASSESSMENT

All candidates take two papers components. Paper 1- Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. The content for this assessment will be drawn from subject content 3.1 and 3.2 above. Paper 2- The content for this assessment will be drawn from subject content 3.3 to 3.8 above.

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1- Computational thinking and programming skills	Written Examination	2 Hours	90	50%
Paper 2- Computing concepts	Written Examination	1 Hour 45 Minutes	90	50%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

A Computer Science GCSE can set the stage for many careers. With courses covering mathematics, data structures, programming languages, software engineering, algorithm analysis and more, completing a Computer Science qualification at FPS also sets you up to take the very popular A Level in Computer Science at FPS.

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. As you can see from the list above, there's room to branch out and venture into other areas.



Design Technology: Product Design

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

1DT0/1F

SPECIFICATION HYPERLINK

[Design and Technology: Product Design](#)

BRIEF DESCRIPTION OF COURSE

The course consists of two components, a written examination and NEA (Non-examined Assessment), both are worth 50% of the final grade. The examination covers Core content which was introduced at KS3 and one of the material categories. For GCSE, we focus on Timbers.

Your NEA coursework consists of four of the following components:

- 1) Investigate (16 marks)
- 2) Design (42 marks)
- 3) Make (36 marks)
- 4) Evaluate (6 marks)

A contextual challenge will be set by the examination board and students will be assessed on the following skills, investigating, designing, making and evaluating.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Component 1	External Examination	1 Hour 45 Minutes	100	50%
Component 2	Non-Examined Assessment	-	100	50%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

If you would like to pursue a Design based career, GCSE Design Technology would offer in-depth knowledge. You can also continue your studies onto A Level Product Design which builds on your knowledge from GCSE.

WHY DESIGN TECHNOLOGY: PRODUCT DESIGN?

If you are a creative, imaginative and innovative student who thrives on solving problems and can think outside the box, Design Technology could be the right course for you. Students who choose Design Technology at GCSE will develop an understanding of the impact design has on daily life.

Food Preparation & Nutrition

EXAMINATION BOARD

AQA

SPECIFICATION CODE

8585

SPECIFICATION HYPERLINK

[Food Preparation & Nutrition](#)

BRIEF DESCRIPTION OF COURSE

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

ASSESSMENT

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 in the form of a written examination worth 50%.

NEA:

- ✓ Task 1: Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients.
- ✓ Task 2: Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
1-5	Theoretical	1hr 45 Minutes	100	50%
NEA 1	Written Portfolio	10 Hours	30	15%
NEA 2	Written Portfolio	Approximately 20 Hours	70	30%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

A range of career paths can be pursued upon completion of this course such as those in food and tourism, education and culinary practices.

"Mastering the elements of outstanding cooking while unleashing your creative side in the kitchen"

Drama and Theatre Studies

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

1DRO

SPECIFICATION HYPERLINK

[Drama and Theatre Studies](#)

BRIEF DESCRIPTION OF COURSE

GCSE Drama and Theatre Studies 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 have the opportunity to devise their own performance work as well as explore play-texts from a range of theatrical genres. Drama and Theatre Studies enables students to build confidence and communication skills in a creative environment. The course has three components: Component 1: Devising Component 2: Performance from Text Component 3: Theatre Makers in Practice.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
C1 - Devising	Non-Examination Assessment	N/A	60	40%
C2- Performance From Text	Non-Examination Assessment	N/A	48	20%
C3 - Theatre Makers In Practice	Written Examination	1 Hour 45 Minutes	60	40%

ASSESSMENT OBJECTIVES

- ✓ A01: Create and develop ideas to communicate meaning for theatrical performance.
- ✓ 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 own work.

CAREERS

At FPS, students can advance to A Level Drama and Theatre Studies, which serves as a gateway to various paths, including drama schools and university courses directly linked to drama and theatre. Furthermore, this qualification opens doors to diverse career opportunities, encompassing fields such as Law, Human Resources, and Retail, where essential skills such as time management, teamwork and confidence are valued.

WHY DRAMA AND THEATRE STUDIES?

Drama and Theatre Studies fosters a range of highly transferable skills from collaboration skills to effective communication. The course allows students to find their own creative voice, think critically and express themselves through the medium of drama to create their own work. Through consistently engaging in group work, student's minds are opened to different perspectives and interpretation of the world around them. 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

4EC1

SPECIFICATION HYPERLINK

[Economics](#)

BRIEF DESCRIPTION OF COURSE

The Pearson Edexcel International GCSE in Economics is designed as a modular two-year course, meaning students will set external examinations in Year 10 and 11. Students have the opportunity to re-sit units throughout the 2 years, should they wish to better their grades. As students' progress through the course, they are introduced to new ideas and concepts while continuing to use and reinforce previously learned concepts and skills. The course is designed to give students a sound understanding of economics, and the ability to use knowledge, skills and understanding appropriately in the context of individual countries and the global economy.

ASSESSMENT

There are 2 assessments. Paper 1 (Microeconomics) and Paper 2 (Macroeconomics).

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1 (Year 10): Microeconomics And Business Economics (4EC1/01)	Written Examination	1 Hour 30 Minutes	80	50%
Paper 2 (Year 11): Macroeconomics And The Global Economy (4EC1/02)	Written Examination	1 Hour 30 Minutes	80	50%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

GCSE Economics prepares students well to enter A Level Economics, as well as supporting in Business A Level. These are fundamental qualifications to enable students to pursue higher education in the topics of Economics, Politics, Finance, Accountancy and International Relations.

WHY ECONOMICS?

Learn about global systems, the mechanics of money and investment through government, business and consumers. Understand the choices that are becoming more critical to our successes on this planet.

There are not many leaders in industry or government that do not have a grasp of this crucial topic; you are the next future leaders, and you need to be ready!

Enhanced Study

WHY ENHANCED STUDY?

Enhanced Study is a uniquely tailored support programme designed to empower students with additional time dedicated to their core subjects: English, Science and Maths. Unlike a standalone GCSE, Enhanced Study is strategically divided among these key subjects, ensuring a comprehensive and targeted approach to academic growth.

This invaluable resource is a beacon of support for students who recognise the importance of additional assistance in navigating the challenges of their core qualifications. Staffed by specialist teachers in each core subject, Enhanced Study becomes a dynamic space where personalised guidance meets the students' academic needs.

The positive impact of Enhanced Study on student outcomes is significant. It not only provides an extended platform for understanding complex concepts but also cultivates confidence and resilience. Students thrive as they receive expert guidance, fostering a deeper comprehension of core subjects and ultimately enhancing their overall academic success.

French

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

1FRO

SPECIFICATION HYPERLINK

[French](#)

BRIEF DESCRIPTION OF COURSE

The 2-year course covers five broad topics: Identity and Culture, Local Area and Travel, Education, Future Career and Aspirations and Global Dimension.

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year. Each paper is available at Foundation (F) tier or Higher (H) tier.

ASSESSMENT

Unit and Title	Type of Assessment	Time <i>F = Foundation</i> <i>H = Higher</i>	Raw Marks	Weighting of Overall Qualification
Paper 1	Listening	35+5 Minutes (F) 45+5 Minutes (H)	50	25%
Paper 2	Speaking	7-9 Minutes (F) 8-12 Minutes (H) +12 Minutes Preparation Time	70	25%
Paper 3	Reading	45 Minutes (F) 1 Hour (H)	50	25%
Paper 4	Writing	1 Hour (F) 1 Hour 10 Minutes (H)	60	25%

ENTRY TIERS

Students can enter in to the Foundation Tier or Higher Tier.

Students entering the Foundation Tier can achieve grade 1 to grade 5.

Students entering the Higher Tier can achieve grade 3 to grade 9.

Our department will work with students and their families to enter them in to the most appropriate tier.

CAREERS

A Level in French.

Students learn to understand, analyse, and comment on authentic reading and listening material pertaining to political, social, and cultural aspects of France and the French-speaking world. 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.

Higher Education

- ✓ Degrees in individual modern languages generally include History, Literature, Culture, Politics, Translation and Interpreting and Linguistics (the science behind language and communication).
- ✓ French studies are better when paired with another subject; popular combinations are French with Business, Chinese, Spanish, German, 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.

WHY FRENCH?

- ✓ A world language. More than 400 million people speak French on the five continents. French is also the only language, alongside English, that is taught in every country in the world.
- ✓ A language for the international job market. The ability to speak French and English is an advantage in the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world. As one of the world's largest economies and a leading destination for foreign investment, France is a key economic partner.
- ✓ The language of culture. French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture.
- ✓ A language for travel. France is the world's top tourist destination and attracts more than 87 million visitors a year.
- ✓ A language for higher education. Speaking French opens up opportunities to study at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world.
- ✓ The other language of international relations. French is both a working language and an official language of the United Nations, the European Union, UNESCO, and NATO, the International Olympic Committee, the International Red Cross and international courts.
- ✓ A language that opens up the world. An ability to understand French provides access to an alternative view of the world. You can follow French thinkers and leaders from all over the world and news from the leading French-language international media (e.g., TV5Monde, France 24 and Radio France Internationale)
- ✓ A language that is fun to learn. French is an easy language to learn.
- ✓ A language for learning other languages. French is a good base for learning other languages, especially Romance languages (Spanish, Italian, Portuguese and Romanian) as well as English, since a significant percentage of English vocabulary is derived from French).
- ✓ The language of love and philosophy!

Geography

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

4GE1

SPECIFICATION HYPERLINK

[Geography](#)

BRIEF DESCRIPTION OF COURSE

The Pearson Edexcel International GCSE in Geography is a linear qualification. All examinations must be taken in the terminal series at the end of the course of study.

The course is made up of 40% physical Geography – Coasts and Hazards. The remaining 60 is Human Geography – economic activity and energy, urban environments and globalisation. For each examination there is also a field work section.

ASSESSMENT

This qualification is modular, meaning Paper 1 will be sat first in Year 10 and Paper 2 in Year 11. Students have the opportunity to re-sit papers throughout the 2 year qualification.

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1- Physical Geography (Year 10)	Examination	1 Hour 10 Minutes	70	40%
Paper 2-Human Geography (Year 11)	Examination	1 Hour 45 Minutes	105	60%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

On completion of the IGCSE course students can progress onto A Level Geography. Geography is a highly respected academic A Level. As well as Geography-based degrees it can support a wide range of other studies such as Biology, Business Studies and Economics.

Popular careers for people with Geography qualifications include: Town or Transport Planning, Surveying, Conservation, Sustainability, Waste and Water Management, Environmental Planning, Tourism and Weather Forecasting.

WHY GEOGRAPHY?

Geographers are among the most employable university graduates. Understanding of the interdependence of Earth's human and physical systems is important for young people who are going to be future decision-makers in the world. Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Geography will give you a plethora of transferable skills that will aid a future career – employers know this!

History

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

4HI1

SPECIFICATION HYPERLINK

[History](#)

BRIEF DESCRIPTION OF COURSE

The Pearson Edexcel International GCSE in History is a linear qualification. All examinations must be taken in the terminal series at the end of the course of study. The content features an updated and engaging selection of topics covering a diverse range of significant historical events, periods and geographies. Students will: gain knowledge and understanding of the key features and characteristics of historical periods, develop skills to analyse and evaluate historical interpretations in the context of historical events studied, develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1- Depth Study	Examination	1 Hour 30 Minutes	60	50%
Paper 2- Investigation and Breadth Study	Examination	1 Hour 30 Minutes	60	50%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

On completion of the IGCSE course students can progress onto A Level History. History is a highly respected academic A Level. As well as history-based degrees it can support a wide range of other studies such as English, Politics and Law. A degree in history provides you with a set of transferable skills that are applicable to a wide range of careers such as Law, Publishing, Journalism and the Media, Museums, Librarianship and Archive Work, Teaching, Advertising, work in the Development Sector and Global Charity work.

WHY HISTORY?

Historians are among the most employable university graduates. We study history because history doesn't stay behind us. Studying history helps us understand how events in the past made things the way they are today. With lessons from the past, we not only learn about ourselves and how we came to be, but also develop the ability to avoid mistakes and create better paths for our societies. History will give you a plethora of transferable skills that will aid a future career – employers know this!

Media Studies

EXAMINATION BOARD

AQA

SPECIFICATION CODE

8572

SPECIFICATION HYPERLINK

[Media Studies](#)

BRIEF DESCRIPTION OF COURSE

GCSE Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework: media language, media representation, media industries and media audiences. Students are required to study media products from all of the following media forms: television, film, radio, newspapers; magazines; advertising and marketing; online, social and participatory media; video games; and music video.

This specification requires students to closely analyse and compare media products in relation to relevant key social, cultural, historical and political contexts. Not every question in every examination series will require the analysis of the four contexts but students will need to be familiar with all of them in relation to a range of media products.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Media One	Written Examination	1 Hour 30 Minutes	84	35%
Media Two	Written Examination	1 Hour 30 Minutes	84	35%
Non-Examined Assessment: Creating a Media Product	Coursework Portfolio	-	60	30%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

During the GCSE Media course you'll develop and practice a range of skills which will equip you for progression into A Level study, not only in Media Studies A Level but areas such as Drama, English, Humanities and Social Sciences.

Looking further ahead, 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 Writer.

WHY MEDIA STUDIES?

Media is about communication, particularly mass communication. The media creates products that are designed to entertain and inform, created for lots of people to hear, watch or read, often at roughly the same time. Whenever you are watching television, streaming films, scrolling through social media or listening to a podcast, you are consuming media. The GCSE Media Studies course makes learning interesting, challenging, creative and fun. It offers rigorous but accessible learning on a subject of key importance for your understanding of the world, developing important employability skills such as communication, presentation and critical thinking.

Physical Education (GCSE PE)

EXAMINATION BOARD

AQA

SPECIFICATION CODE

8582

SPECIFICATION HYPERLINK

[Physical Education \(GCSE\)](#)

BRIEF DESCRIPTION OF COURSE

The AQA GCSE PE course is designed to develop students' knowledge and understanding in key areas of Sport and Physical Education including 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
The Human Body and Movement In Physical Activity in Sport	Examination	1 Hour 15 Minutes	78	30%
Socio-Cultural Influences and Wellbeing In Physical Activity and Sport	Examination	1 Hour 15 Minutes	78	30%
Practical Performance in Physical Activity and Sport	Practical Performance	Ongoing (Moderation Mar/Apr Year 11)	75	30%
Analysis and Evaluation of Performance to Ring About Improvement in One Activity	Written Coursework	Ongoing (Moderation Mar/Apr Year 11)	25	10%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

The GCSE PE course provides a foundation of understanding that can be able and support progress to our A Level and BTEC qualifications in 6th Form. The world of sport is broad, extensive and rich with opportunities to pursue a career. There are countless career opportunities including, Coaching, Analysis, Sport Psychologists, Physiotherapy and Sport Scientists to name just a few.

PE KIT

We champion our subject and the students that choose the GCSE 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; students 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. GCSE 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.

NB

It is expected that students are competing in sport outside of school to ensure maximum attainment in their practical performance.

Psychology

EXAMINATION BOARD

AQA

SPECIFICATION CODE

8182

SPECIFICATION HYPERLINK

[Psychology](#)

BRIEF DESCRIPTION OF COURSE

This engaging and effective qualification introduces students to the fundamentals of Psychology, developing critical analysis, independent thinking and research skills.

ASSESSMENT

This qualification is linear. Linear means that students will sit all their examinations at the end of the course.

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1: Cognition and Behaviour	Written Examination	1 Hour 45 Minutes	100	50%
Paper 2: Social Context and Behaviour	Written Examination	1 Hour 45 Minutes	100	50%

ENTRY TIERS

All students are entered into the same tier.

CAREERS

Psychology A Level may be studied with us at FPS on completion of the GCSE course. However, we do not require students to have gained the GCSE Psychology qualification to study A Level.

There are many different options available to Psychology degree holders, depending on your specialisations and interests, such as: Psychologist, Psychotherapist, Social Worker, Counselor, Educational Psychologist, Human Resource Manager, Teacher, Research Roles and Media Roles. Although many roles will be available to you with an undergraduate degree, some more highly specialised roles may require further study. Of the Psychology careers which don't require further study, training is usually available on the job to ensure you continue moving forward in your career.

WHY PSYCHOLOGY?

Psychology is one of the most interesting and dynamic fields in the world currently. In part due to the growing awareness of mental health issues. Studying GCSE Psychology is an excellent way to give yourself a foundational knowledge of how the human mind works, understand social behaviour and human development.

GCSE Psychology will also give you the basis upon which to build deeper knowledge in the form of A Level Psychology and an undergraduate degree.

Spanish

EXAMINATION BOARD

Edexcel Pearson

SPECIFICATION CODE

1SP0

SPECIFICATION HYPERLINK

[Spanish](#)

BRIEF DESCRIPTION OF COURSE

The 2-year course covers five broad topics: Identity and Culture, Local Area and Travel, Education, Future Career and Aspirations, and Global Dimension.

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year. Each paper is available at Foundation (F) tier or Higher (H) tier.

ASSESSMENT

Unit and Title	Type of Assessment	Time	Raw Marks	Weighting of Overall Qualification
Paper 1	Listening	35+5 Minutes (F) 45+5 Minutes (H)	50	25%
Paper 2	Speaking	7-9 Minutes (F) 8-12 Minutes (H) + 12 Minutes Preparation Time	70	25%
Paper 3	Reading	45 Minutes (F) 1 Hour (H)	50	25%
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ENTRY TIERS

Students can enter in to the Foundation Tier or Higher Tier.

Students entering the Foundation Tier can achieve grade 1 to grade 5.

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Our department will work with students and their families to enter them in to the most appropriate tier.

CAREERS

A Level in Spanish.

Students 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/play from a contemporary author and a film on which they are required to write critical essays evaluating characters, themes, context and techniques.

Higher Education

- ✓ 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, German, 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.

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!

Head of Department Contact Details

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

ISLAMIC STUDIES

Walaa Elsayed- w.elsayed_fps@gemsedu.com

ARABIC A

Walaa Elsayed- w.elsayed_fps@gemsedu.com

ARABIC B

Ahmed Essa- a.essa_fps@gemsedu.com

ENGLISH LANGUAGE, LITERATURE, AS A
SECOND LANGUAGE AND MEDIA STUDIES
Jemma Power- j.power_fps@gemsedu.com

MATHEMATICS AND FURTHER MATHEMATICS

David Jacob- d.jacob_fps@gemsedu.com

MORAL, SOCIAL AND CULTURAL STUDIES
Sophie Lake- s.lake_fps@gemsedu.com

SCIENCE-TRIPLE, COMBINED AND BTEC
Richard Warom- r.warom_fps@gemsedu.com

PHYSICAL EDUCATION- CORE AND GCSE
Christopher Snelling-
c.snelling_fps@gemsedu.com

ART AND DESIGN

Gary Jones- g.jones_fps@gemsedu.com

BUSINESS

Dillon Cuffe- d.cuffe_fps@gemsedu.com

COMPUTER SCIENCE AND BTEC IT

Abdiaziz Aden- a.aden_fps@gemsedu.com

DESIGN TECHNOLOGY: PRODUCT DESIGN,
AND FOOD PREPARATION AND NUTRITION
Kirstie Naish- k.naish_fps@gemsedu.com

DRAMA AND THEATRE STUDIES

Jessica Moses- j.moses_fps@gemsedu.com

ECONOMICS

Patrick Ahern- p.ahern_fps@gemsedu.com

FRENCH AND SPANISH

Alexandre Merciris-
a.merciris_fps@gemsedu.com

GEOGRAPHY AND HISTORY

Candice Wright- c.wright_fps@gemsedu.com

PSYCHOLOGY

Taiba Zubaid- t.zubaid_fps@gemsedu.com

Student Care and Support Contact Details

Should you have any further student care and support queries, please do make contact with our leaders. Their e-mail addresses are listed below.

EXAMINATIONS OFFICER

Nada Yasser- examination_fps@gemsedu.com

CAREERS

Rachel McCann- r.mccann_fps@gemsedu.com

EAL

Lily Shaekhova-
l.shaekhova_fps@gemsedu.com

INCLUSION

Patrick Kennedy-
p.kennedy_fps@gemsedu.com

STUDENT COUNSELLOR

Deirdre Conlan- d.conlan_fps@gemsedu.com