



PEPONI
SCHOOL

A-Level Options
2024 - 2025



The academic life of Peponi is guided by two key principles: to educate pupils to know as broadly, and to think as independently and incisively as possible. We work to enable our pupils to achieve their academic ambitions, and to develop the qualities and insight needed to become leaders of the future.

AS and A Level qualifications are a passport for pupils applying to universities overseas. Not only are A Levels taken by the overwhelming majority of entrants to UK universities, they are also recognised and highly valued by universities around the world.



Introduction

The Peponi curriculum goals are to support all pupils to realise their full potential, academically, athletically, pastorally and socially. At AS and A Level, we provide a broad range of choices, which give the skills and knowledge that pupils need to enter the challenging university and work environments of today.

After taking a broad range of subjects at IGCSE, the British Curriculum gives pupils the opportunity to focus on the subjects that they find most interesting, and wish to take further as preparation for future university study and the workplace. Taking four subjects to AS at the end of Lower VI, and then continuing with three of these to full A Level at the end of Upper VI, pupils are able to specialise by taking closely clustered subjects from within one faculty area, or retain a broad interest by mixing subjects from different faculty areas.

This guide is designed to provide Peponi School Upper Vth pupils and their parents/carers with important information about choosing courses and subjects for VI Form study. Please take time to read about each subject and discuss the options available. It is important that decisions are discussed carefully; both within a family, but also with

your teachers and tutors if you need further advice. If you wish to pursue a particular pathway at university, then you need to ensure that you are taking any required subjects for that course. If you are uncertain about which course you wish to pursue at university (and it is very common not to be sure at this stage), then make sure you keep your options open in areas that interest you, by taking subjects that you enjoy studying, and think you can do well in.

Timetable, Exams and Entry Requirements

Peponi School is an examination centre for both Cambridge International Examinations (CIE) and Edexcel Pearson Examination boards.

The A Level timetable at Peponi is built around the pupils' choices. Therefore, it changes from year to year, depending on the pupils' needs. It is based on a 40-lesson week, where each day includes eight forty-minute lessons. The School runs a fortnight cycle, with the first week known as 'Week A' and the second as 'Week B'.

AS pupils have fifteen lessons a fortnight in each of their four chosen subjects. This leaves eight lessons a fortnight for sport, two lessons for assembly, three lessons for the EPQ and seven lessons for private study. A2 pupils have the fourth option for private study.

Pupils sit all AS and A Level examinations at the end of Lower VIth and Upper VIth respectively, in the Trinity term; the only exceptions to this are Art and PE where all exams are taken at the end of the Upper VIth and some Mathematics examinations which are taken in January. AS and A Levels are mainly assessed through examinations, with the practical subjects of Music, Physical Education, Computing, and Art using some coursework elements. Pupils are graded from A* to E.

The School requires all entrants to the VI Form to have achieved 5 C grades at IGCSE / GCSE, including Mathematics and English Language. This is because a sound academic basis is required for continuing study at AS and A Level. The Headmaster reserves the right to make exceptions to this only in very unusual circumstances and when a suitable programme of study is available for the pupil.

The School recommends that pupils have a B at IGCSE/ GCSE in subjects they wish to study at AS level, or in a related supporting subject. Pupils should have an A in Mathematics IGCSE / GCSE if they wish to take Mathematics at AS level.

The Extended Project Qualification (EPQ)

The Pearson Extended Project Qualification is a Level 3 course which is taken alongside A Levels. You will be required to complete a project on a topic of your choice. The project can be in form of a dissertation (essay) on any topic presenting an argument, an investigation or field study which involves the collection of data e.g a scientific experiment, a practical geographical study or a statistical survey. You may also choose a performance which includes the development of practical skills resulting in a performance in music, drama or sport or an artefact such as a sculpture or painting, a piece of furniture or clothing, solving an engineering problem or producing a piece of graphic design or website. Depending on the grade you achieve, you can gain between 8-28 UCAS points.

The Common Room

Pupils work with a team of skilled and experienced teachers, who enable them to develop the skills and knowledge required for success at A Level.

Subject	Teacher
English Department	
English Literature	Ms. L. Ayatta, Mr. K. Cook, Mr. S. Tucker
Mathematics Department	
Mathematics	Mr. J. Pallister, Mr. J. Njoroge, Mr. D. Kimani, Mr. A. Mogere
Further Mathematics	Mr. J. Pallister
Science Department	
Biology	Mr. R. Backhouse, Ms. L. Gillespie
Chemistry	Mr. E. Wachara, Mr. C. Kamande
Physics	Mr. C. Kaunda, Mr. S. Odundo, Mr. P. Chege
Modern Foreign Language Department	
French	Mr. Y. Henry, Ms. J. Olemba
Spanish	Ms. I. Correa
Humanities Department	
Business	Mr. P. Nduati, Mr. S. Njoroge
Economics	Mr. P. Nduati, Mr. S. Njoroge
Geography	Ms. S. Meruh, Ms. E. Litoro
History	Mr. J. Njuguna
Psychology	Ms. A. Maina Ms. C. Juma,
Sociology	Ms. A. Maina Ms. C. Juma, Ms. E. Githiga
Religious Studies	Mr. S. Strain
Vocational Department	
Art & Design	Ms. B. Wakhu, Ms. M. Mukule
Information Technology	Mr. T. Njuguna
Music	Mr. J. Laight
Physical Education	Mr. D. Massey, Ms. H. Sweatman

The AS and A Level courses are currently taught by the teachers listed in the adjacent table (as these are the current teachers, changes may occur for the next academic year).

During the VI Form, pupils are taught rigorously during lesson time, just as they were during their IGCSEs. VI Form study also requires pupils to work independently in addition to their classroom studies, completing preparation and reading and researching around their subjects. It is a challenging and stimulating environment, designed to develop the independence and initiative required to excel. The teaching staff provides excellent teaching, and the inspiration and guidance needed to take pupils beyond their classroom studies, into the world of independent learning.

During the Upper Sixth, lesson time is allocated to preparation for university applications. Specific support is offered for SAT examinations, required for some US university applications.

Peponi provides education to pupils of all abilities. However, it is important that pupils take subjects that suit their strengths, in which they will gain useful skills, and in which they can achieve success. For this reason, we ask pupils intending to take Mathematics A Level to have at least an A grade at IGCSE. It is important that, for all subjects, prospective A Level pupils listen carefully to the advice we give regarding the suitability of subjects, and act on that advice. In general, departments expect pupils to score at least a B grade in IGCSE in order to continue with A Level studies.

A Levels

What subjects does Peponi School offer at A Level?

- Art and Design
- Biology
- Business
- Chemistry
- Drama
- Economics
- English Literature
- French
- Geography
- History
- Mathematics
- Further Mathematics
- Music
- Photography
- Physical Education
- Physics
- Psychology
- Sociology
- Religious Studies
- Spanish
- Information Technology



English Literature

Literature is the art of discovering something extraordinary about ordinary people, and saying with ordinary words something extraordinary.

Boris Pasternak

English

The study of English Literature provides pupils with the opportunity to explore and analyse both modern and earlier texts from the canon of English Literature. They will begin to discover the breadth and diversity of literature and to explore its relationship with history, culture, politics, and art. It is a subject that thrives on lively debate and our lessons at Peponi reflect this. Pupils read widely and independently beyond the set texts in order to explore different interpretations of the works they are studying in class and to develop their own views.

Currently, pupils study the poetry of Maya Angelou, a selection of short stories, Bram Stoker's *Dracula*, and Shakespeare's *Hamlet*. They also study Virginia Woolf's *Mrs. Dalloway* as well as Tennessee William's play *A Cat on a Hot Tin Roof*. Pupils read the texts in detail, analysing and critiquing symbolism, themes, characterisation and writing technique. Discussion in class leads to presentations, critical analysis and essays about the texts.

Whilst English Literature is demanding, it is a hugely enjoyable course that enables its pupils to develop life skills in analysis, argument, interpretation and understanding of the written word; in turn, they learn to write insightfully, with style and strong structure, therefore, benefiting essay writing in their other subjects.

Clearly, the skills they learn in English form the foundation of any academic Arts or Humanities degree such as English, History, Social Studies, or Law, and are vital for the future lawyer or journalist.

Exam Board	CIE
Syllabus	9695
Assessment	AS Paper 1, Poetry and Drama AS Paper 2, Prose and Unseen A2 Paper 3, Shakespeare and Drama A2 Paper 4, Pre and Post-1900 Poetry and Prose

Drama

Imagination is the source of all human achievement.

Sir Ken Robinson

The Drama syllabus is both practical and theoretical, covering devising and scripted performance work, as well as theatre performance and practitioner analyses. The course provides students with the opportunity to develop a variety of invaluable and transferable skills, including:

- Creativity
- Problem-Solving
- Adaptability
- Collaboration

The CIE course is examined at AS Level and A2 Level and is broken down into 4 components – 2 at AS and 2 at A2.

Component 1 – Written Paper

Students will study one text from each section and answer one essay question on each text in the exam.

Section A

William Shakespeare - As You Like It
Richard Sheridan - The Rivals
Arthur Miller - A View From the Bridge
Wole Soyinka - The Beautification of Area Boy
Helen Edmundson - Small Island

Section B

Sophocles Oedipus - Rex
Nicolai Gogol - The Government Inspector
Anton Chekhov - The Cherry Orchard
Federico Lorca - Blood Wedding
Jean Tay - Boom

Component 2 – Practical Drama

There are two compulsory parts: Devising and Performing.

Devising

Candidates work in a group of between 2 and 5 students, to devise and perform a play based on a set stimulus.

There are two parts to the devising coursework:
– 10–15 minute devised piece
– 3 minute self-evaluation

Performing

Candidates work in a group to prepare and perform an extract from a published play of their own choice.

There is one part to the performing coursework:
– 10–25 minute scripted performance

Component 3 – Theatre Making and Performing

There are two compulsory parts: Devising and Performing.

Devising

Candidates work in a group of between 2 and 5 students, to devise and perform a play inspired by one of the theatre practitioners, traditions or styles prescribed in the syllabus.

There are two parts to the devising coursework:
– 15–20 minute group devised performance
– 800 word analysis and evaluation

Performing

Candidates individually create a programme of thematically linked materials and perform it.

There is one part to the performing coursework:
– 6–8 minute individual performance

Component 4 – Theatre in Context

Candidates research an individual area of theatre and drama of their own choice. The focus of their work is on the practicalities of theatre-making and performance.

– 2500–3000 word research essay.

Exam Board	CIE
Syllabus	9482
Assessment	Component 1 - Written Paper (2 hours) Candidates answer two essay questions Externally Assessed, Open Book Exam 50% AS, 25% A2
	Component 2 – Practical Drama Devising and Performing Internally Assessed, Externally Moderated Coursework 50% AS, 25% A2
	Component 3 – Theatre Making and Performing Devising and Performing Internally Assessed, Externally Moderated Coursework 25% A2
	Component 4 – Theatre in Context Research Essay (2500-3000 words) Externally Assessed Coursework 25% A2

Mathematics

One of the endlessly alluring aspects of Mathematics is that its thorniest problems have a way of blooming into beautiful solutions.

Philip J. Davies

Mathematics

This course builds on the knowledge and skills acquired during IGCSE, and will increase your understanding of familiar ideas and introduce you to new concepts and techniques. In addition to Pure Mathematics, you will also learn to apply mathematical ideas in Statistics and Mechanics.

Pure Mathematics 1 and 2 allow you to build on the knowledge of algebra and graphs that you studied at GCSE. You study calculus, series, indices and logarithms, and cover trigonometric equations.

The Statistics 1 course involves using probability theory to model data and to enable you to interpret what is really happening and to predict unknown quantities: for example, how many people in a large group will be over 180 cm tall? How many people should be surveyed in opinion polls and what is the expected error in the results? Is the crime rate related to economic conditions?

The Mechanics 1 unit leads to the study of the motion of objects using simple experiments. Theoretical methods are developed to model the movement of an object. What is the best speed and angle to throw a basketball into the basket? What are the safe dimensions for a child's slide? What happens when pool balls collide?

Exam Board	Edexcel Pearson
Syllabus	WMA11, WMA12, WME01, WST 01, WMA13, WMA14, WME 01
Assessment	AS Papers: Pure 1, Pure 2 and Statistics 1 A2 Papers: Pure 3, Pure 4 and Mechanics 1

Further Mathematics

For the very able mathematician who is interested in studying Mathematics, Engineering or a similar scientific course at university, Further Mathematics provides an additional challenge and the opportunity to demonstrate outstanding skills. Taking an accelerated study of Mathematics A Level in the UV enables pupils to progress onto the Further Mathematics modules in the UVI. Pupils end the UVI form with two A Levels – Mathematics and Further Mathematics, having studied them progressively through the two years. As they are studied in one option block, taking Mathematics and Further Mathematics counts as a single option choice.

Exam Board	Edexcel Pearson
Syllabus	WFM01, WFM02, WFM03, WST02, WST03
Assessment	AS Papers: Further Pure Maths 1, Mechanics 2 and Statistics 2 A2 Papers: Further Pure Maths 2 and 3, and Mechanics 3 / Statistics 3

Sciences

Science knows no country, because knowledge belongs to humanity; it is the torch which illuminates the world.

Louis Pasteur

Biology

Biological Science is probably the most dynamic branch of Science with regard to research and creation of new knowledge. In the recent past, there have been many new frontiers, which have resulted in an interesting array of biological topics such as gene sequencing, gene editing, genetic screening, genomics, transcriptomic, proteomics, gene therapy, stem cells. These add to a diverse range of topics of global significance such as global warming, HIV-AIDS, Ebola, GM foods, DNA fingerprinting and many others.

A-Level Biology provides a strong foundation for medical and biomedical courses such as Human and Veterinary Medicine, Dentistry, Pharmacy, Optometry, Physiotherapy, Forensic Science, Speech Therapy, Neuroscience, Dietetics and Nutrition, Sports Science, Environmental Science, Conservation Biology, et cetera.

Physics

To study Physics is to seek a better understanding of our universe. Physics is a science that is central to many other scientific disciplines and to all types of engineering. Using theoretical study and practical investigations, pupils address fundamental questions about the world around us – from other galaxies and worlds to the smallest of particles. A successful pupil of Physics understands principles governing the world around us and is able to apply those principles in order to hypothesise, to make calculations and to solve problems.

Chemistry

Chemistry touches almost every aspect of human life, from such basics as food, fuel and clothing, through building materials, metallurgy and colour, to medicines, forensic science and the sequencing of the human genome. In the broadest sense it is the study of the composition of substances and the changes that they undergo, and is rooted in our inquisitiveness about the environment in which we live. There is a strong emphasis on 'How Science Works' in the real world.

At A Level, pupils study atoms, molecules and stoichiometry, atomic structure, chemical bonding, energetic, electrochemistry, equilibria, reaction kinetics, inorganic chemistry and organic chemistry. Throughout the course, pupils will participate in practical work designed to develop their investigation skills.

Exam Board	CIE
Syllabus	9700, 9701, 9702
Assessment	AS Paper 1: Multiple Choice AS Paper 2: Structured Questions AS Paper 3: Practical A2 Paper 4: Structured Questions A2 Paper 5: Planning, Analysis And Evaluation

The Modern Foreign Languages

Learning another language gives a person the ability to step inside the mind and content of a different culture. Only when you can communicate with a culture in its own words, can you truly understand it.

French and Spanish

The pupils who study a language in Sixth Form are exposed to the Edexcel Pearson International Advanced Subsidiary Level (AS Level) in Lower Sixth, then to the Edexcel Pearson International Advanced Level (A-Level) in Upper Sixth. These two complementary courses have been designed primarily as a qualification for pupils who are studying French and Spanish in order to enhance their future educational or employment prospects. Achievement in these qualifications is benchmarked against the Common European Framework of Reference for Languages (CEFR) and is equivalent to level B2 of the CEFR.

Speaking, listening, reading, and writing skills are tested through two examination papers at AS Level and two examination papers at A Level as well. At AS Level, four general topic areas (GTAs) are covered: 'Youth Matters', 'Lifestyle, Health and Fitness', 'Environment and Travel' and 'Education and Employment'. At A Level, three additional general topic areas are covered: 'Technology', 'Society' and 'Ethics'. While the AS Level examinations are based only on the first four general topic areas, the A Level examinations potentially assess the whole of the seven general topic areas covered at both AS and A Level.

It is amazing how far an additional language can get you, especially in a world in which global relationships are often a necessity for businesses and organisations to thrive. Because of this, graduates of modern language degrees are always in demand across many sectors of business and industry, in roles that extend well beyond interpretation and translation to encompass all elements of business transactions,

international cooperation and politics.

Just one example of a career pathway is the study of Law with French Law. A Law degree is seen as a valuable asset by a variety of employers, as is knowledge of another European legal system and another European legal language. Such a course prepares you for a range of legal careers including practising as a barrister or advocate, solicitor, clerk and officer of court, and legal executive.

At AS Level:

Exam Board	Edexcel Pearson
Syllabus	International Advanced AS Level
Assessment	Unit 1: Spoken Expression and Response Unit 2: Understanding and Written Response

At A-Level:

Exam Board	Edexcel Pearson
Syllabus	International Advanced Level
Assessment	Unit 3: Understanding and Spoken Response Unit 4: Research, Understanding and Written Response

The Humanities teach us to think critically, read perceptively, write persuasively, and speak articulately. But more than that, the Humanities enable us to understand how others live and how they think. And ultimately, the Humanities enable us to understand ourselves.

Business

The problem is not that there are problems. The problem is expecting otherwise and thinking that having problems is a problem.

Cambridge International AS and A Level Business are accepted by universities and employers as proof of essential knowledge and ability. The Business syllabus enables candidates to understand and appreciate the nature and scope of business, and the role business plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social and technological issues, and encourages a critical understanding of organisations, the markets they serve and the process of adding value. Candidates examine the management of organisations and, in particular, the process of decision-making in the context of a dynamic external environment. Candidates beginning this course are not expected to have studied Business Studies previously. Cambridge International A Level Business provides a suitable foundation for the study of Business Studies or related courses in higher education. These courses include, Finance and Accounting, Marketing, Business Management, Entrepreneurship, Human Resource management, International Business, among others. Equally it is suitable for candidates intending to pursue careers or further study in business or management, or as part of a course of general education.

Exam Board	CIE
Syllabus	9609
Assessment	AS Paper 1: Short Answer and Essay AS Paper 2: Data Response A2 Paper 3: Case Study

Economics

Economics A Level at Peponi School takes pupils from beginners in Economics through to a sophisticated level of understanding. The major focus is on Microeconomic and Macroeconomic theory, where learners are taught hands on skills on economic analysis so that they can appreciate the role of Economics in the world.

The subject helps the pupil to develop:

- a facility for self-expression, not only in writing but also in using additional aids, such as statistics and diagrams, where appropriate;
- An appreciation of the methods of study used by the economist, and of the most effective ways economic data may be analysed, correlated, discussed and presented.
- Interpret and apply knowledge and understanding to information presented in written, numerical or graphical form.
- Analyse economic issues and arguments, using relevant economic concepts, theories and information, and communicate conclusions in a clear, reasoned manner.
- Critically evaluate economic information, arguments, proposals and policies, taking into consideration relevant information and economic principles and distinguishing facts from hypothetical statements and value judgements

Pupils who study A Level Economics frequently go on to study Economics, Finance and International Relations at university. Their training places them at a great advantage when pursuing careers in Finance, Banking, Accountancy and Actuarial Science.

Exam Board	CIE
Syllabus	9708
Assessment	AS Paper 1: Multiple Choice AS Paper 2: Data Response and Essay A2 Paper 3: Multiple Choice A2 Paper 4: Data Response and Essays

To be ignorant of what occurred before you were born is to remain always a child. For what is the worth of human life, unless it is woven into the life of our ancestors by the records of history?

Marcus Tullius Cicero

Geography

Geography is an interesting and diverse subject to study at A Level pupils follow the CIE curriculum, which aims to equip pupils with the tools to understand and to live in an ever-changing world. They develop an understanding of the interrelationships between the physical and human landscapes. They begin to appreciate the differences in inequalities within the world in economic, social and political dimensions and the causes of these inequalities. At the end of the course, pupils develop a variety of skills, including but not limited to:

- Intellectual skills that are obtained from the critical evaluation of theories.
- Research skills that are developed during fieldwork.
- Transferable skills such as teamwork, problem solving and IT skills.
- The skill to think logically and to present an ordered and coherent argument in a variety of ways.

Geography is an excellent subject to study for pupils wishing to read geology, civil engineering, urban planning, cartography, environmental management among others.

Pupils will be involved in two field trips. In the LVI pupils visit Naivasha to study rocks and weathering (estimated cost Kshs 6000), and in the UVI pupils travel to Watamu to consider both physical and human geography in a coastal context (estimated cost Kshs 56,000).

Exam Board	CIE
Syllabus	9696
Assessment	AS Paper 1: Core Physical Geography AS Paper 2: Core Human Geography A2 Paper 3 : Physical Geography Options A2 Paper 4 : Human Geography Options

History

Pupils who take History at CIE A Level study a prescribed theme in depth, as well as an outline study that will help develop wider historical understanding. Pupils gain a greater awareness of historical concepts, understand cause and effects, and identify similarity and difference, and change and continuity. They will appreciate the nature and diversity of historical sources available, and the methods used by historians, allowing them to develop an ability to think independently and make informed judgement on issues.

At the end of the course, pupils will be able to demonstrate an understanding of the past through explanation, analysis of historical sources and substantiated judgement.

No other subject is comparable with History in its focus on skills of research, documentary analysis and objective writing. In one sense, History is the only thing that is real. The way in which people identify and interact with one another is mostly a consequence of History, which shapes and conditions individuals and societies whether they fully understand it or not. Pupils who have studied History continue to pursue studies and careers in a wide range of fields such as Law, Media, Journalism, Banking, Education, International relations, Research and Politics.

Exam Board	CIE
Syllabus	9489
Assessment	AS Component 1: Document Question AS Component 2: Outline Study A2 Component 3: Interpretations Question (source-based) A2 Component 4: Depth Study

The object of studying philosophy is to know one's own mind, not other people's.

Dean Inge

Psychology

The CIE A Level syllabus has been recently updated and refreshed in line with the expectations of tertiary education in this field.

Inside your brain, a collection of cells – your mind – work together in an extraordinary way to produce your thoughts and feelings, decisions, plans and imagination. Psychology attempts to find explanations for this complex process. It considers development from before birth, through to old age and death, and how the changes that occur affect our mind. Psychology also considers how we interact with those around us and how the behaviour of others can impact our own responses and behaviour. By reviewing and discussing research studies, pupils develop the ability to analyse research; their written work develops their ability to express themselves in a clear and structured manner.

Sitting between the sciences and the humanities, Psychology is both a useful subject for the future scientist or medic, and for the study of human nature inherent in any humanities subject at university.

Exam Board	CIE
Syllabus	9990
Assessment	AS Paper 1: Approaches, Issues and Debates AS Paper 2: Research Methods A2 Paper 3: Specialists Options: Theory A2 Paper 4: Specialists Options: Application

Religious Studies

Taking the Philosophy of Religion and Ethics modules from the Edexcel Pearson A Level in Religious Studies, pupils follow a rigorous course that is designed to encourage them to think clearly about the world around them. They develop insight into academic thought about the nature of God, based on logic and our experience of the world. They consider different approaches to ethical decision-making and assess Utilitarianism and Situation Ethics as models for human behaviour. They research and investigate religious experience, approaching it from the widely varying viewpoints of sociology, psychology, rationalism and belief.

Pupils develop excellent essay writing skills during the course, and the ability to think clearly and manipulate a large body of factual material. Philosophy & Ethics is an excellent foundation subject for pupils wishing to take an English or Humanities degree, and its ethical component can be a useful addition for a pupil intending to apply for medicine.

Exam Board	Edexcel Pearson
Syllabus	8RS0, 9RS0
Assessment	AS Paper 1: Philosophy of Religion AS Paper 2: Religion & Ethics A2 Paper 3: New Testament Studies A2 Paper 4: Study of Religion

Sociology

In a rapidly changing world, Sociology offers pupils the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way.

Sociology provides an excellent starting point for any social science degree from Economics, Psychology and Politics to Criminology and Philosophy.

Exam Board	CIE
Syllabus	9699
Assessment	AS Paper 1: The Family AS Paper 2: Theory & Methods A2 Paper 3: Specialists Options: Global development, Media, Religion, Education



You don't make a photograph just with a camera. You bring to the act of photography all the pictures you have seen, the books you have read, the music you have heard, the people you have loved.

Ansel Adams

Fine Art

We offer a linear course for Advanced level Art & Design. A course of study in Fine Art seeks to develop the following abilities and qualities:

- communication skills, especially the ability to communicate concepts and feelings;
- how to record from direct observation and personal experience;
- the ability and confidence to experiment, be innovative, intuitive and imaginative;
- the language and technical terms used in art; research and evaluation skills;
- an appreciation of practical design problems and how to solve these.

The course stimulates interest, enjoyment and personal enrichment as well as introducing artistic exploration and design thinking.

Fine art requires engagement with aesthetic and intellectual concepts through the use of traditional and/or digital media, materials, techniques and processes for the purpose of self-expression, free of external constraints. Fine art may be created to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or preconceptions. It can also be used to explore personal and cultural identity, society and how we live, visual language, and technology. Fine Art allows us to consider and reflect on our place in the world, both as individuals and collectively.

Photography (Art and Design)

When undertaking work in photography, pupils should engage with:

- the operations and principles of creating a photographic image, including the use of available and controlled light, lenses, cameras and light-sensitive materials, including digital and non-digital;
- a range of materials used in photography, including print and screen-based materials;
- the processes for production of digital and print-based photographs;
- methods of presentation of photographic images;
- sustainable materials and production processes in the construction of work;
- the potential of collaborative working methodologies in the creative process.

Photography has been used by practitioners to record, document and present examples of everyday life, in ordinary and extraordinary circumstances. It has also been used as the vehicle for artistic expression, communicating personal ideas about the world around us. It is used to convey personal identity more widely than any other art form, is applied in the creative process across art, craft and design and is widely used in social, commercial and scientific contexts. The development of affordable lens-based technology has changed the way that both professionals and the public use photography.

Textiles

The textiles course focuses on textiles for interiors and involves:

- Process and techniques, which may include computer generated ideas, designs, repeat patterns
- as well as experience with various materials and fabrics.
- Knowledge and application of techniques such as weaving, knitting, embroidery and applique.

Resist methods such as batik, tie-dye, painting and spraying.

Exam Board	Edexcel Pearson
Syllabus	9FAO, 9PYo, 9TEX
Assessment	Component 1, Personal Investigation Component 2, Externally Set Assignment

Information Technology

The pupil of A Level Information Technology (IT) develops an understanding of how computers are used to solve a wide range of problems. Pupils investigate a variety of different computers, and look at the ways that computers are organised in terms of software, data, hardware, communications and people.

Learners develop the skills necessary to apply their understanding to the development of computer-based solutions. As they progress, they learn about the main principles of systems analysis and design, looking at different methods of problem formulation, and the planning of solutions. They also consider systematic methods of solution implementation, testing and documentation.

IT is taken in the VI Form by pupils interested both in studying Computer Science at university, and also by those who are keenly aware of the importance of computing in the contemporary world, and want to develop the programming skills to be able to work with success in this environment.

Exam Board	CIE
Syllabus	9626
Assessment	AS Paper 1: Theory AS Paper 2: Practical A2 Paper 3: Advanced Theory A2 Paper 4: Advanced Practical

Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything ... Without music, life would be an error.

Plato

Music

'Music listening, performance and composition engage nearly every area of the brain that we have so far identified, and involve nearly every neural subsystem.'

At AS Level, pupils focus on listening, composing and performing. For listening, they develop skills through studying a combination of set works and music of free choice. Candidates also study a wide range of music, including folk, jazz, pop and world music. They will need to develop musical and contextual understanding, aural perception, and musical literacy, as well as an ability to respond personally to music in their own words. Pupils are also encouraged to build on their own personal musical interests as they study composing and performing. Through this, they learn to develop their own range of compositions and performance programme.

At A2 level, pupils choose two from three components in Performing, Composing and an Investigation & Report. Both components are equally weighted and this allows pupils to play to their strengths. Through these components, pupils can develop their writing skills as well as their role as a musician – be it in performing, composing, or both. Successful pupils will be mature and highly disciplined. Most parts of the coursework require considerable effort and self-motivation.

The AS/A2 Music course is recommended for any pupil who wants to study music at university and will benefit anyone who wishes, not only, to improve and develop their performing and/or composing skills, but also, to pursue a career in music or in a music related field such as teaching, music production and performance, the film industry and music therapy.

Exam Board	Cambridge (CIE)
Syllabus	9483
Assessment	AS Paper 1: Listening (Examination) AS Component 2: Practical Music (Coursework) A2 Component 3: Extended Performance (Coursework) A2 Component 4: Extended Composition (Coursework) A2 Component 5: Investigating Music (Coursework)



Sport has the power to change the world. The power to inspire, the power to unite people in a way little else can.

Nelson Mandela 2000

Physical Education

The Physical Education syllabus is both practical and theoretical, covering anatomy and physiology, movement analysis, skill acquisition, psychology and sociology of sport. Learners are prompted to develop and hone their knowledge of a range of physical activities, including team and individual sports, games, and outdoor activities. Their theoretical learning develops their ability to analyse a plethora of factors influencing performance in order to evaluate their performance as well as elite performers. The course also encourages learners to develop an understanding and appreciation for shifting global trends in physical education, sport and exercise.

The Edexcel course is assessed at A2 Level only, at the end of the Sixth Form. It is divided into four assessed components; two theoretical written papers, one practical and one written coursework component.

Component 1 – 40% written examination at the end of the Sixth Form (A2)

- **Anatomy and physiology** focusing on musculoskeletal, circulatory, respiratory and energy systems.
- **Movement analysis** explores diet, nutrition, training methods and principles of injury prevention. This unit also includes a significant focus on biomechanics, drawing in applied concept of mathematics and physics.

Component 2 – 30% written examination at the end of the Sixth Form (A2)

- Skill acquisition concentrates on how skills are learned, stored in the memory and transferred between different types of movement.
- Psychology of sport develops an understanding of why and how individuals and groups perform in sport and exercise, focusing on leadership, self-efficacy, goal setting and attribution theorem.
- Sociology of sport develops an understanding of the historical context of modern sport, commercialism, globalisation and mass media influence as well as contemporary and topical issues.

Component 3 – 15% – practical performance assessment towards the end of the Sixth Form (A2)

Pupils are assessed practically in one sport of their choice from an approved list of activities provided by Edexcel.

Component 4 – 15% – performance analysis and performance development programme

Pupils must analyse two specific aspects of a physical activity, physiological is compulsory, whereas they then have a choice of either tactical or technical. From their analysis pupils will design and implement a 'performance development programme', of which they also assessed on their evaluation.

Exam Board	Edexcel/ Pearson
Syllabus	9PEo
Assessment	<p>Written paper (2½ hours) on topic 1 and 2. Short answer, long answer and extended answer questions. The extended answer links to the whole course.</p> <p>Component 2 – 30% Written paper (2 hours) on topic 3, 4 and 5. Short answer, long answer and extended answer questions. Two extended questions link to the whole course.</p> <p>Component 3 – 15% Practical performance in one sport. This component is internally assessed and externally moderated.</p> <p>Component 4 – 15% Performance analysis and PDP. Pupils analyse their performance and develop a training programme to improve physical, and technical or tactical performance. This component is internally assessed and externally moderated.</p>

Making Your Choices

Think carefully. Research widely. Discuss thoroughly. Decide.

It is very important that you think carefully about your choices for Sixth Form study. Research your choices by speaking to current Sixth Form pupils, teachers, and adults who have been through the British Curriculum system. Discuss your thoughts with them and listen to their opinions with an open mind. Make your decisions as a family. Consider the following:

- Is my interest and enjoyment in this subject enough to inspire me to work hard in it for two years?
- Have I gained success in this subject previously – is it one of my strongest IGCSE subjects?
- If I know what university course, I wish to take, what subjects do I need to take?
- If I do not know what university course I wish to take, what subjects can I take that will keep a range of options open for university study?
- If I intend to apply for a highly competitive university such as Oxford, Cambridge, Yale or Harvard, are my choices predominantly academic rather than vocational?
- Have I read the Russell Group Informed Choices document for further information about A Levels and universities for academic pupils?

Please complete the option choices by clicking on this link on Firefly [A Level Subject Choices \(https://bit.ly/3GhB5E3\)](https://bit.ly/3GhB5E3) indicating the subjects you are interested in taking by Wednesday 1 February 2023. We will try to accommodate all subject combinations but often this is impossible and so having a reserve subject is a very good idea. Further follow up will be done once the Option Blocks have been set.

For any queries, please email:
Deputy Head Academic
dha@peponischool.org

The form is to be completed by all pupils entering the 2023 – 24 Lower Sixth academic year. Please follow these guidelines:

- select four subjects
- the minimum grade entry for pupils into the LVI is five
- IGCSEs at grade C or above, which must include English Language and Mathematics. consider whether you are likely to achieve appropriate supporting grades at IGCSE.

Subject	Choice <input checked="" type="checkbox"/>
English Literature	
Drama	
Mathematics	
Further Mathematics	
Biology	
Chemistry	
Physics	
French	
Spanish	
Business	
Economics	
Geography	
History	
Psychology	
Religious Studies	
Sociology	
Fine Art/Textiles/Photography	
Information Technology	
Music	
Physical Education	

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“Schools of Many Nations, a Family of One.”

