

Options Booklet

GCSE Cohort 2018-2020



School Mission and Vision

We, the students, parents, teachers and community of BISR, provide a caring, safe and stimulating environment where we strive to make every student feel valued, happy and successful.

We are an innovative school that has a long tradition of providing a British-style education with an international perspective. We are committed to excellence through a wide variety of activities both in and out of the classroom. Responsibility, enthusiasm, integrity and participation are expected.

Our community accepts, embraces and celebrates cultural diversity, whilst promoting the values of respect, honesty, compassion and kindness. We appreciate ourselves and others as individuals with rights and responsibilities, acting as conscientious global citizens. We are a community of life-long learners who can contribute to making our world a better place.

We challenge students to explore and question, seek solutions, make informed decisions, solve problems, demonstrate tenacity and express themselves confidently. We empower students to take responsibility for their learning and are recognised as young independent leaders.



Welcome to Key Stage 4



Chris Mantz
Principal

You have reached a very important stage in your school career. During Years 7, 8 and 9 at BISR, you followed the Key Stage 3 National Curriculum and all students followed a similar programme of study. At Key Stage 4 however, in line with your growing maturity, you will face option choices and have the opportunity to create an individual learning plan. It is important that you consider the choices very carefully and select the most appropriate route forward so that you take subjects that will lead ultimately to a satisfying and rewarding career.

Few students in Year 9 have a definitive idea of the career path they are likely to pursue, so it is advisable to choose a broad and balanced curriculum and in order to keep your options open. The Key Stage 4

National Curriculum still contains compulsory areas of study, covering key areas such as Mathematics, Science, English and Physical Education, although even within these subject areas there may be an element of choice regarding the depth of study. In addition you are able to opt for extra subjects, some of which you may never have tried before, so it is important to research as much as you can before making your decision. This could include reading the subject information carefully, talking to older students, to teachers, to family and friends and also to our careers and higher education counsellor.

The curriculum on offer is designed to ensure you receive an appropriate balance of core subjects and opportunities to specialise in order to maximise your abilities and set yourself challenging goals. This will enable you to face the demands placed on you by an ever-changing and very challenging world. You will have excellent teachers, and your parents will, no doubt, be very supportive, but you are entering a phase of your education when you must take an increasing role in your learning. Choose wisely and I know you will enjoy this next stage of your learning journey.

Chris Mantz
Principal

The start of Year 9 is a transition into a very important, yet exciting time in your school careers. It is the first time you have the opportunity to tailor your education to what you want to learn rather than the very broad range of subjects that school offers prior to this time. It is a time to choose subjects you have never been taught before perhaps and an opportunity to drop certain subjects you feel will not be useful in your further education and career path. Certain subjects are compulsory because a pass in these subjects gives you access to Key Stage 5 and even University entrance.

This time can be a very daunting and nerve-racking one for you and your parents, but looked at in another way, it is a wonderful opportunity to start thinking about what subject areas you enjoy and which ones you don't, and to start thinking in broad terms what direction your career may take. You will need to talk to as many people as possible; your parents, teachers, friends, older students and our Careers Advisor, to get a sense of what subjects will suit you now and in the future. Use other resources also to see what the entry requirements are for different University degree subjects, apprenticeships or careers, to help you narrow down your option choices wisely.

There is always the dilemma of trying to choose a broad range of subjects to keep your options open, and narrowing your options down to specific areas of study you enjoy. As with everything in life, it is a balancing act.

The whole school is here to support you in your decision making so please use us as often as you need to in the coming months. Good luck and I wish you all the best.

Byron Wood
Assistant Head; Year 9 and 10

Introduction

At Key Stage 4 BISR offers a curriculum that is both broad and challenging. The subject choices are designed in such a way to allow you to start to specialise in the areas you study but continue to develop key skills in a number of different disciplines.

The information contained within this booklet is designed to help you successfully navigate your way through this exciting time in your education. Each page provides details about the skills and knowledge you will learn and also how you will be assessed.

You need to select subjects carefully based on advice from the careers advisor, your teachers and your parents as these choices will have an impact on the rest of your life. Do not select subjects 'just because your friends are doing them'. You need to have a total of 9 subjects (10 if you choose Computer studies and ICT). If you select trilogy this counts as 2 subjects. Please also select 2 reserve subjects in case your first choices are either not running or cannot be fit into the blocks created.

In order to help you select a balanced curriculum and to provide suitable preparation should we move to the IB programme, there are some subjects that are compulsory at Key Stage 4 and these are:

Mathematics
English Language
English Literature
Minimum of two Science
One Modern Foreign Language (MFL)

We also recommend you have a minimum of one humanity.

For MFL, you should continue to study your language choice from Key Stage 3. For Science, most students will be studying Trilogy Science, which will allow them to cover topics in Biology, Chemistry and Physics and finish with two GCSE grades in Science. The alternative is to select the sciences individually (you must choose a minimum of two), however, this can only be done by invitation from the Science Department as it is best suited to those students who will go on to study these subjects at A level. If you would like to be considered for Individual Sciences please indicate this on your options form. For humanities the choices are Business Studies, Economics, History or Geography.

Having made the above selections, you then have the following subjects to choose from:

- **Computer Science**
- **Food Preparation and Nutrition**
- **Design Technology – resistant Materials**
- **Art & Design**
- **Information & Communication Technology (ICT)**
- **Music**
- **Physical Education**
- **Drama**

While we will try to accommodate your choices please be aware that whilst these courses are offered, **they may not run if insufficient students select them**. Once we have all selections finalised, we will create the blocks for timetabling. If your choices cannot be accommodated, we will invite you and your parents for a further interview to discuss alternative choices. This is usually only a small number of students and normally requires only one subject change. The option blocks will be set by the end of Term 2 but earlier if possible. Parents will be notified in this case. Any changes after this will have to fit into the blocks created but will be considered if possible. Be aware that maximum class size is 20 and this can occasionally mean a swap is not possible as a group is full.

Arabic as a Second Language

Curriculum Leader MFL: Mrs Marian Zaniboni
Examination - Edexcel GCSE

Course Content

The Edexcel GCSE Arabic syllabus is designed for students who want to continue their study of Arabic as a Second Language. **It is not a course for complete beginners.** The programme of study enables students to develop:

- an understanding of Arabic in a variety of contexts
- a knowledge of Arabic vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in Arabic
- awareness and understanding of countries and communities where Arabic is spoken
- now available in two tiers: Foundation and Higher

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|--|---|--|-----------|
| | | Hours | % |
| <u>Unit 1</u> Listening & Understanding in Arabic | The examination consists of a number of passages or interactions in Arabic with a variety of question types. | Foundation tier: 35 minutes. Higher tier: 45 minutes. | 25% |
| <u>Unit 2</u> Speaking in Arabic | Internally conducted and externally assessed Students are assessed on their ability to communicate and interact effectively through speaking in Arabic for different purposes and in different settings, involving three tasks. | Foundation tier: 7–9 minutes Higher tier: 10–12 minutes | 25% |
| <u>Unit 3</u> Reading and Understanding in Arabic | Students are assessed on their understanding of written Arabic across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. | Foundation tier: 50 minutes; Higher tier: 65 minutes; | 25% |
| <u>Unit 4</u> Writing in Arabic | Students are required to produce responses of varying lengths and types to express ideas and opinions in Arabic. The instructions to students are in Arabic. Word counts are specified for each question. Students must answer all questions. | Foundation tier: 1 hour 15 minutes Higher tier: 1 hour 25 minutes | 25% |

Key Skills

The Edexcel GCSE in Arabic qualification requires students to:

- Develop the ability to listen to and understand spoken Arabic in a range of contexts and a variety of styles
- Communicate in speech for a variety of purposes
- Read and respond to different types of written language
- Communicate in writing for a variety of purposes
- Understand and apply a range of vocabulary and structures
- Develop language learning and communication skills which can be applied broadly

Careers:

Foreign language skills can open doors to all careers and are valued by universities for a range of courses

Art and Design

Curriculum Leader Creative Arts: Mrs Petrina Shortt
Examination board - Edexcel

Course Content

GCSE (9-1) Art & Design

First assessment is in May/June 2018

Students are required to work towards the following four assessment criteria for both unit 1 and 2:

- Develop ideas through investigations, demonstrating critical understanding of sources
- Record ideas, observations and insights relevant to intentions as work progresses
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|--|--|---|--------------------------|
| | | Hours | % |
| Unit 1: Personal Portfolio (Internally set, marked and standardised. Externally moderated) | Personal portfolio demonstrating knowledge, understanding and skills mentioned below. Themes are developed by the centre and may each have a separate focus or be interconnected. They must include supporting studies and personal responses. | 45 hours supervised activity | 60% of the qualification |
| Unit 2: Exam (Externally set, and moderated, internally marked and standardised) | The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1. ESA papers are released on 2nd January each year | 30 hours supervised activity, including 10 hours of sustained focus | 40% of the qualification |

Key Skills

- Reviewing and modifying work, planning and developing ideas.
- Applying knowledge and understanding in making images, artefacts and products.
- Organising, selecting and communicating ideas, solutions and responses.
- Recording experiences and observations.
- Exploring relevant resources: analysing, discussing and evaluating images and their meanings, making and recording independent judgements in visual and other forms.

Careers

This course can lead to further studies in the Art and Design industry and the pursuit of a very wide range of career options: animation, graphic design, illustration, and interior design, history of art, textiles, fashion design, fashion journalism, marketing, and jewellery design

Business Studies

Curriculum Leader Humanities: Mrs Sarah Blainey
Examination - IGCSE Cambridge (CIE)

Course Content

Cambridge IGCSE Business Studies is accepted by universities and employers as proof of an understanding of business concepts and techniques across a range of different types of businesses. Successful Cambridge IGCSE Business Studies learners will be able to:

- Understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance
- Appreciate the role of people in business success.

Business Studies is a 2 year course with the final examination taking place at the end of the course. The Students are required to study the following topics:

- Understanding Business Activity
- People in Business
- Marketing
- Operations Management
- Financial Information & Decisions
- External Influences on Business Activity

The students are required to demonstrate a theoretical understanding of these topics within the examination but in addition they are also required to apply the relevant theory and apply them to various scenarios that they will be presented with.

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|-----------|--|----------|-----------|
| | | Hours | % |
| Paper 1 | Written examination consisting of four questions requiring a mixture of short answers and structured data responses. | 1 ½ hrs | 50% |
| Paper 2 | Written examination consisting of four questions based on a case study, provided as an Insert with the paper. | 1 ½ hrs | 50% |

Key Skills

They will gain valuable understanding on how the commercial world function and will also develop:

- The ability to calculate and interpret business data
- Communication skills needed to support arguments with reasons
- The ability to analyse business situations and reach decisions or judgements.

Careers

Business studies can help a student in many areas of their future careers. Some popular careers that students of Business Studies like to pursue include Accountancy, Management Consultant, Retail & Investment Banking and Retail Management.

Computer Science

Curriculum Leader Maths & Computer Science – Mrs Natasha Pecur
Examination board – Cambridge International Examinations (CIE)

Course Content

Computer Science is a 2 year course with the final examination taking place at the end of the course.

The students are required to study:

- Data representation
- Communication and Internet technologies
- Hardware and software
- Security
- Ethics
- Algorithm design and problem-solving
- Programming
- Databases

Students are required to demonstrate a theoretical understanding of these topics in two written examinations. Learning will be done in a practical way – problem solving. Questions will require the candidate to think, use knowledge with understanding and demonstrate understanding gained through practising practical skills. As part of the programming module students will be taught how to write programs to solve problems.

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|--|--|-------------------|-----------|
| | | Hours | % |
| Paper 1: Theory | This written paper contains short-answer and structured questions. There is no choice of questions. | 1 hour 45 minutes | 60% |
| Paper 2: Problem-solving and Programming | This written paper contains short-answer and structured questions. There is no choice of questions. 20 of the marks for this paper are from questions set on the pre-release material. | 1 hour 45 minutes | 40% |

Key Skills

The students learn:

- Analytical skills
- Problem solving skills
- Communication techniques
- Evaluative skills

Careers

Computer science teaches you problem solving and logical thinking skills which are useful skills for all your other subjects. GCSE computer science provides an ideal foundation for further study of computer science at A Level. Computer science at A Level is a facilitating subject for entry into the Russell group of universities (in UK) to study a wide range of courses including computer science, engineering, medicine, history, economics and the sciences.

Design and Technology

Curriculum Leader Creative Arts: Ms Petrina Shortt
Examination board - Edexcel

Course Content

GCSE (9-1) Design and Technology **First assessment is in May/June 2019**

Students are required to demonstrate a theoretical understanding of these topics within the examination. In addition, they are required to show practical understanding of their knowledge by completing a project where they must apply all their skills and understanding to complete a given design task (these tasks are set by the examination board).

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|--|--|-----------------------------|--------------------------|
| | | Hours | % |
| <p>Component 1 Written examination</p> <p>Paper will include questions that target mathematics, graphical calculations, and extended open-response questions</p> | <p>Section A (core content): Industry/ Enterprise/ Sustainability/ Smart materials/ Environment/ Systems and technology/ Electronic systems</p> <p>Section B (choice material): Metals/ Papers and boards/ Polymers/ Systems/ Textiles/ Timbers)</p> | 1 hour and 45 minutes | 50% of the qualification |
| <p>Component 2 Non-examined assessment Released 1st June in the year before certification (Internally assessed and externally moderated)</p> | <p>Students undertake a project based on a contextual challenge released by Edexcel a year before certification.</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> • Investigating market needs and product specifications (16 marks) • Designing, reviewing, developing ideas (42 marks) • Making covering manufacturing and quality/ accuracy (36 marks) • Evaluating and Testing (6 marks) | No proposed allocated time. | 50% of the qualification |

Careers

This course can lead to further studies in Architecture, Civil Engineering, Product Design, Industrial Design, Fashion Design, Interior Design and Automotive Design.

Drama

Curriculum Leader English and Drama: Mrs Joanna Warby
Examination board – CIE

Course Content

Through practical and theoretical study, the Cambridge IGCSE Drama syllabus encourages students to understand and enjoy drama by:

- Studying and performing extracts from plays
- Devising and writing their own pieces of drama
- Analysing both published plays and their own devised work

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|--|--|----------|-----------|
| | | Hours | % |
| Component 1 Written examination | <p>The questions on this paper relate to pre-release material which is sent to Centres in advance of the examination.</p> <ul style="list-style-type: none"> • Section A (30 marks) Candidates answer 6–8 short-answer questions on the extract. • Section B (25 marks) Candidates answer one longer-answer question on the extract. • Section C (25 marks) Candidates answer one longer-answer question based on the Stimuli. | 2.5 hrs | 40 |
| Component 2 Coursework | <p>Candidates submit three pieces of practical work.</p> <ul style="list-style-type: none"> • One individual piece (3–5 minutes): • Two group pieces (maximum 15 minutes each): | | 60 |

Key Skills

The students learn to:

- develop an understanding of drama through practical and theoretical study
- develop acting skills, both individually and in groups
- Work collaboratively to generate, develop and communicate ideas
- Develop as creative, effective, independent and reflective students
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness and understanding of the roles and process undertaken in contemporary theatre practice

Careers

Drama is not just an IGCSE for those who want to go into the large and lucrative entertainment industry; it is an IGCSE for everyone as businesses look for employable people who possess skills that are actively promoted by the teaching and learning activities in Drama Department. All universities and schools accept Drama as a good IGCSE to study.

Economics

Curriculum Leader Humanities: Mrs Sarah Blainey
Examination - Pearson Edexcel International GCSE

Course Content

An IGCSE Economics course provides a thorough grounding in microeconomic theory and contemporary macroeconomics with a focus on global economic issues. No prior knowledge is assumed, however, students should have a solid foundation in secondary Mathematics.

This subject offers students many opportunities to engage with global economic issues in a very wide variety of contexts, helping students to develop the skills of interpretation and analysis through discussion of the theory. This subject lends itself to internationalism which is a school-wide focus.

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|--|--|-------------------|-----------|
| | | Hours | % |
| Paper 1: Microeconomics and Business Economics | Written examination consisting of four compulsory questions, each worth 20 marks. The sub questions are a mixture of multiple-choice, short-answer, data response and open-ended questions. Single tier of entry. Students may use a calculator. | 1 hour 30 minutes | 50 |
| Paper 2: Macroeconomics and the Global Economy | Written examination consisting of four compulsory questions, each worth 20 marks. The sub questions are a mixture of multiple-choice, short-answer, data response and open-ended questions. Single tier of entry. Students may use a calculator. | 1 hour 30 minutes | 50 |

Key Skills

The Pearson Edexcel International GCSE in Economics qualification enables students to:

- Develop an understanding of economic concepts and apply these concepts to real-life situations.
- Calculate, interpret and evaluate economic data in order to make reasoned arguments and informed judgements.
- Develop an awareness of economic change and its impact on developing and developed economies.
- Understand economic issues, problems and possible solutions that affect mixed economies participate effectively in society as citizens, producers and consumers.

Careers

The subject links well with all other subjects and is universally recognised by third level institutions. Many students pursue careers in finance, business management, business administration, politics and law. An economics degree from the London School of Economics is the golden ticket as far as graduate salaries go.

English Language

Curriculum Leader English and Drama: Mrs Joanna Warby
Examination – IGCSE (Cambridge)

Course Content

The Cambridge IGCSE is for all students and them to develop their reading and writing skills in English. Specifically, the course allows learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. The Cambridge IGCSE also develops more general analysis and communication skills such as synthesis, inference and persuasion.

Assessment Structure: 100 per cent examination, two papers

| Component | Details of Assessment | Duration | Weighting |
|---|---|----------|-----------|
| | | Hours | % |
| Examination Paper 2 Reading passages (Extended) | Reading (40 marks) (45%) Writing (10 marks) (5%) Candidates answer three questions on two passages. Passage A will be 650–750 words long and Passage B will be 550–650 words long. This component is eligible for grades A–E and is worth 50% of the total marks. | 2hrs | 50% |
| Examination Paper 3 (Directed writing and composition) | Reading (10 marks) (5%) Writing (40 marks) (45%) Candidates answer one question on a passage or passages totalling 650–750 words, and complete a composition task from a choice of four titles. This component is set and marked by Cambridge. This component is eligible for grades A–G and is worth 50% of the total marks. | 2hrs | 50% |

Key Skills

The course is designed to promote students’ personal development and an understanding of themselves and others.

The students learn:

- to understand and respond to what they hear, read and experience
- to communicate accurately, appropriately, confidently and effectively
- to enjoy and appreciate a variety of language
- to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences

Careers

English Language is essential in almost every skilled profession and helps students in many areas of their future careers. Specific employment opportunities include publishing, journalism, teaching, public relations, banking, marketing and politics, as well as others.

English Literature

Curriculum Leader English and Drama : Mrs Joanna Warby
Examination – Cambridge IGCSE

Course Content

The CIE Literature IGCSE offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. This includes drama, prose and poetry from the works of Shakespeare, through to contemporary authors. This course helps learners deepen their understanding and appreciation of the ways writers use English to express meaning and achieve effects. The Cambridge Literature IGCSE will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.

Students are required to show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose). They must show understanding of the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.

The Russell Group (consisting of 24 leading universities, including Oxford, Cambridge and Warwick) have identified English Literature as one of the subjects which can open up options for students aspiring for Higher Education, due to its rigorous programme of analysis and sophisticated style of writing.

Assessment Structure: 100 per cent examination, two papers

| Component | Details of Assessment | Duration | Weighting |
|--|---|-----------------|-----------|
| | | Hours | % |
| Component 1 (Poetry and Prose exam) | Poetry and Prose 1 hour 30 minutes Candidates answer two questions on two texts: one from the pre-studies poetry anthology and the other from a pre-studied prose text. There is a choice of two questions (one passage-based and one essay) on each text. | 1 hr 30 minutes | 50% |
| Component 3 (Drama exam) | Candidates answer two questions on two pre-studied texts. There is a choice of two questions (one passage-based and one essay) on each text. | 1hr 30 mins | 50% |

Key Skills

The students learn to:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern

Careers

English Literature helps students in many areas of their future careers. Specific employment opportunities include publishing, journalism, teaching, public relations, banking, marketing and politics, as well as others.

Food Preparation and Nutrition

Curriculum Leader Creative Arts: Ms Petrina Shortt
Examination board - AQA

Course Content

GCSE (9-1) Food Preparation and Nutrition

First assessment is in May/June 2018

Students are required to study:

Practical cooking skills- covering the different commodities

Food, nutrition and health – understanding the key nutrients and their effects on the human body

Food science/ functional and chemical properties of food – heat transfer, microwaves, caramelisation, chemical raising agents, and how microorganisms are used in food production

Food choice – factors influencing food choice, understanding needs through recipe adaption.

Food spoilage – microorganisms and enzymes

Food provenance – environmental impact of food, understanding how food is produced, genetic modification, sustainability, primary and secondary processing of food.

Students will have the opportunity to cook every week, in order to develop practical skills for their assessment in Y11.

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|----------------------|---|------------|-----------|
| | | Hours | % |
| Food Investigation | Report investigating functional and chemical properties of ingredients | 15 hours | 15% |
| Practical Assessment | Food Preparation Assessment – Planning, Preparation and Cooking of three dishes in a single 3 hour period | 3 hours | 35% |
| Exam Assessment | Examination Paper | 1 h 45mins | 50% |

Key Skills

- Practical skills
- Organisational Skills
- Scientific Knowledge
- Environmental Awareness
- Analytical Skills
- Evaluative Skills

Careers

Students will find employment opportunities in the following areas: quality management, new product development, production management, environmental health inspectors, chef and the wider hospitality industry, whilst giving them key survival skills for when they go to university and beyond.

French

Curriculum Leader MFL: Mrs Marian Zaniboni
Examination board – AQA

Course Content

The AQA GCSE French syllabus is designed for students who want to continue their study of French. The programme of study includes the following themes:

Identity and culture

Local, national, international and global areas of interest

Current and future study and employment

Assesment Structure

| Component | Details of Assessment | Duration | Weighting |
|--|--|--|-----------|
| | | Hours | % |
| <u>Unit 1</u> Listening and Understanding in French | New requirement for 20-30% of questions and answers to be in the target language. | 35 minutes for the Foundation 45 minutes for the Higher (plus 5 minutes' reading time at start for both) | 25% |
| <u>Unit 2</u> Speaking in French | This unit is classed as "non-exam assessment", conducted by teacher. The test will consist of three parts: Two from the following: role play; picture stimulus, text stimulus; picture and text stimulus A conversation covering 1 topic chosen by the student and 1 compulsory topic The tests will be sent as sound files and marked by AQA examiners | 7-9 minutes for the Foundation 10-12 minutes for the Higher (plus preparation time for both). | 25% |
| <u>Unit 3</u> Reading and Understanding in French | Students will be tested on their ability to translate from target language into English at both tiers and on the new requirement for the inclusion of literary texts as a stimulus. 30-40% of questions and answers will be in the target language. | 45 minutes for the Foundation 60 minutes for the Higher | 25% |
| <u>Unit 4</u> Writing in French | Students will be tested on their ability to translate from English into target language at both tiers. | 60 minutes for the Foundation 75 minutes for the Higher | 25% |

Key Skills

The AQA GCSE in French qualification requires students to:

Develop the ability to listen to and understand spoken French in a range of contexts and a variety of styles

Communicate in speech for a variety of purposes

Read and respond to different types of written language

Communicate effectively in writing for a variety of purposes

Understand and apply a range of vocabulary and structures

Develop language learning and communication skills which can be applied broadly

Careers:

Foreign language skills can open doors to all careers and are valued by universities for a range of courses.

Geography

Curriculum Leader Humanities: Mrs Sarah Blainey
Examination – International GCSE Edexcel

Course Content

Geography is a two year course with the final examination taking place at the end of year 11. The new IGCSE is organised into four sections. By using enquiry based teaching and learning students enjoy a rich and engaging educational experience. There is a focus on a range of contemporary international geographical issues that shape our world through a study of physical, human and environmental geography at a range of scales.

Section A - The Natural Environment (Paper 1)

- Coastal Environments
- Hazardous Environments

Section B – People and their Environments (Paper 2)

- Ecosystems and rural environments
- Urban environments

Section C – Practical Geography Enquiry (Paper 1 and 2)

The development of practical geographical enquiry skills related to the investigation of two topics, one from Section A and one from Section B. This is related to the fieldwork carried out in Sri Lanka.

Section D – Global Issues (Paper 2)

- Globalisation and migration

Due to the restrictions on fieldwork in KSA, the compulsory fieldwork component of the GCSE Geography course will be undertaken in Sri Lanka during a 5 day trip in Y10, around the end of March. Therefore there will be a cost associated with taking the subject (4000-5500SAR), all parents will also need to obtain the relevant visas for their children for this trip.

Assessment Structure

Examination Papers consist of a variety of question types, such as multiple choice, short and extended questions, graphical and data questions and practical enquiry questions.

| Component | Details of Assessment | Duration | Weighting % |
|-----------|--|---------------------|-------------|
| Paper 1 | The Natural Environment (Section A and C) | 1 hr 15 mins | 40% |
| Paper 2 | People and their Environments (Section B,C and D) | 1hr 45 mins | 60% |

Key Skills

The students learn: enquiry skills, ICT skills, research skills, analytical skills, graphical skills, statistical skills, presentation skills, mapping skills, extended writing skills and fieldwork skills.

Careers

Studying geography provides you with valuable transferable skills, a firm base for life-long learning and a wide range of possible careers. These may include but are in no means limited to government roles, sustainability and environmental consultancy, international development, education, tourism, charity work, business and management.

History

Curriculum Leader Humanities: Mrs Sarah Blainey
Examination board –CIE IGCSE

Course Content

IGCSE History is a 2 year course with the final examinations taking place at the end of the second year. The Students are invited to study

- The Treaty of Versailles
- The League of Nations
- The Collapse of International Peace
- The Origins of the Cold War
- The United Nations
- The Collapse of International Peace
- Weimar Germany
- Nazi Germany
- How successfully did the US Contain Communism? (Cuba and Vietnam)
- The Collapse of Communism in Eastern Europe by 1990
- Why did events in the Gulf matter up to 1991?

This History syllabus offers students the opportunity to study some of the major international issues of the 20th century, as well as looking in greater depth at the history of a particular region or regions. The emphasis within the syllabus is as much on developing lifelong historical skills as on acquiring knowledge.

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|-----------------------|--|----------|-----------|
| | | Hours | % |
| Paper | Examination Paper 1 | 2 Hours | 40% |
| Paper | Examination Paper 2 | 2 Hours | 33% |
| Coursework or Paper 4 | One piece of extended writing based on a Depth Study – 2000 words or Examination Paper 4 | 1 Hour | 27% |

Key Skills

- To acquire and assimilate a complex range of knowledge relating to human activity and understanding
- To deploy historical knowledge in a manner that demonstrates an understanding of its nature and utility as evidence
- To appreciate, with maturity, the nature of cause and consequence, continuity and change, and similarity and difference
- That the key to individual success lies in the fostering of international understanding
- To develop a greater degree of sophistication in their language and communication

Careers

History is unique inasmuch as the subject provides an attractive platform for the pursuit of most, if not all, careers. The subject dovetails well with careers in Law, Journalism, and International Relations.

Information & Communication Technology (ICT)

Curriculum Leader Maths & Computer Science - Mrs Natasha Pecur
Examination board – IGCSE Cambridge (0417)

Course Content

Information and communication technology is a 2 year course with the final examination taking place at the end of the course.

Students are required to study:

- Types and components of computer systems
- Input and output devices
- Storage devices and media
- Computer networks
- Data types
- The effects of using ICT
- The ways in which ICT is used
- Systems analysis and design
- Communication
- Document production
- Data manipulation
- Integration
- Output data
- Data analysis
- Website authoring
- Presentation

Students are required to demonstrate a theoretical understanding of these topics in one written examination. There are two practical examinations where students have to apply their skills, knowledge and understanding to complete set tasks.

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|-----------|---|-------------|-----------|
| | | Hours | % |
| Paper 1 | Written paper testing all sections of the syllabus. All questions are compulsory and consist of multiple choice or short answer questions, but also some requiring longer responses | 2 hours | 40% |
| Paper 2 | Practical test assessing knowledge, skills and understanding of the practical sections of the syllabus. It may also assess some core knowledge and understanding from the theory section of the syllabus. | 2 1/2 hours | 30% |
| Paper 3 | Practical test assessing knowledge, skills and understanding of the practical sections of the syllabus. It may also assess some core knowledge and understanding from the theory section of the syllabus. | 2 1/2 hours | 30% |

Key Skills

Students learn to:

- understand and use applications
- use ICT to solve problems
- understand the implications of technology in society, including social, economic and ethical uses
- analyse, design, implement, test and evaluate systems to ensure they are fit for purpose
- be aware of ways ICT can help in the home, learning and work environments

Careers

This syllabus offers opportunities for study of computer science or ICT at A Level. It could lead to a wide range of career options as almost all jobs in the 21st century rely on some form of IT technology. Being a competent user of IT applications gives you an advantage in any career you pursue.

Mathematics

Curriculum Leader Mathematics and Computing: Mrs Natasha Pecur
Examination board - EDEXCEL Level 1/Level 2 GCSE (9 – 1) 1MA1

Course Content

This is a 3 year linear course with 3 terminal examinations in Year 11. There are two tiers; Higher tier which allows students to access grades 4 - 9 (grade 3 allowed) and Foundation tier which allows students to access grades 1 - 5.

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|-----------|-----------------------|------------|-----------|
| | | Hours | Marks |
| Paper 1 | Non-Calculator | 1hr 30 min | 80 |
| Paper 2 | Calculator | 1hr 30 min | 80 |
| Paper 3 | Calculator | 1hr 30 min | 80 |

Key Skills

The students learn: The course follows the National Curriculum programme of study for Mathematics. Students are expected to have a scientific calculator for use in lessons and in the examinations.

During the GCSE course, pupils will study six main areas:

Number
Algebra
Ratio, proportion and rates of change
Geometry and measures
Probability
Statistics

The aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9 – 1) 1MA1 in Mathematics are to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Careers

GCSE Mathematics is an important foundation for many careers. Almost all jobs and careers require a Mathematics GCSE, but the following are some that use Mathematics extensively:

| | | |
|-------------|-----------------------|---------------------|
| Economics | Medicine | Architecture |
| Engineering | Accountancy | Teaching |
| Psychology | Computing | Banking |
| Insurance | Marketing | Pharmacy |
| Science | Environmental Studies | Business Management |

Music

Curriculum Leader: Mr Melvyn Booth
Examination Board – Edexcel

Course Content

Music is a 2 year programme with two modules that are completed under controlled conditions at any time during the course, dependant on student progress. A listening examination takes place in the final term.

Students are required to:

- Perform two pieces of music on their own chosen instrument or voice (a solo performance and an ensemble performance).
- Compose two pieces of original music (with help of music technology if applicable).
- A listening exam demonstrating their understanding of music chosen from prepared set works of 4 Areas of Study.

The students are expected to further enhance their understanding and appreciation of a wide range of music, from Classical to Contemporary, Western and non-Western.

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|----------------------------------|---|-----------|-----------|
| | | Hours | % |
| Unit 1: Performance | One Solo Performance One Ensemble Performance (Recording) | 4-10 mins | 30% |
| Unit 2 Composition | Two original Compositions (Score and Recording) | - | 30% |
| Unit 3: Listening Examination | Listening and Appraising Music paper | 105 mins | 40% |

Key Skills

The students will:

- Further develop instrumental or vocal skills with reference to ensemble performing as well as solo performance.
- Apply acquired knowledge in planning and producing original compositions, experimenting on a range of styles and genres.
- Enhance and develop perceptive, sensitive and critical understanding of a wide range of musical styles in the Western music tradition as well as non-Western genres.

Careers

This course can lead to further studies of music and the pursuit of a very wide range of career options in the vast Music and Performing Arts industry. Music as a subject stands out as a strong skills-based subject that can enhance opportunities in innumerable career directions. This is because Musicians are recognised for their Confidence, Creativity, Discipline, Motivation, and Analytical skills

PE

Director of Sport: Mrs Lynsey Morris
Examination board - Edexcel

The new GCSE PE specification is broad, coherent and practical which encourages students to be inspired, motivated and challenged by the subject so that they can make informed decisions in sport. Students who decide to take GCSE PE will be equipped with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and they will understand the benefits to health, fitness and well-being.

Course Content

Component 1: Fitness and Body Systems

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement Analysis
- Topic 3: Physical Training
- Topic 4: Use of data

Component 2: Health and Performance

- Topic 1: Health, Fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-economic influences
- Topic 4: Use of data

Component 3: Practical Performance

- Skills during individual activity and team activity
- General performance skills

Component 4: Personal Exercise Programme (PEP)

- Aim and planning analysis of activity, then carry out and monitor PEP
- Evaluation of PEP

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|--|---|--|--|
| | | Hours | % |
| Unit 1: Fitness and Body Systems | Multiple choice, short-answers, extended writing questions. | Written exam: 1 hour 45 minutes | 36% of the qualification (90marks) |
| Unit 2: Health and Performance | Multiple choice, short-answers, extended writing questions | Written exam: 1 hour 15 minutes | 24% of the qualification (70 marks) |
| Unit 3: Practical Performance | Assessed in three physical activities from a list, one must be a team activity, one must be an individual activity and one free choice. | Internally assessed and externally moderated | 30% of the qualification (90 marks, 30 marks per activity) |
| Unit 4: Personal Exercise Programme (PEP) | Students plan, carry out and assess an area of one activity for their PEP | Internally assessed and externally moderated | 10% of the qualification (20 marks) |

Science - Biology

Curriculum Leader Science: Ms Vanessa Christian
Examination board – AQA

Candidates who choose to study GCSE Biology will cover more content than GCSE Trilogy Science, which will provide good preparation for AS and A-level, without overlapping content. Candidates will do 8 practical's for Biology throughout the year and questions on these practical's will be asked within the final exam papers of which 15% of the final GCSE marks will be given, 10% of the marks require the higher tier GCSE Mathematics skills. The exam questions will be more straightforward and the higher tier papers will stretch the most able.
Grades: The A* to G grades will be replaced by 9 to 1 for Biology. 9, being the highest.

Course Content

GCSE Biology is a 2 year linear course with the final examination taking place at the end of the 2 years.

The students are required to study:-

Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, Variation, Evolution and Ecology

New content:- monoclonal antibodies, plant disease, the brain, selective breeding, negative feedback and maintaining biodiversity.

Candidates will also be asked questions which require them to apply this material to unfamiliar contexts and to apply knowledge from one area of the syllabus to knowledge of a different syllabus area.

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|-----------|--|--------------|-----------|
| | | Hours | % |
| Paper 1 | Questions on topics 1-4 Questions: multiple choice, structured, closed short answer, and open-response. | 1 hr 45 mins | 50 |
| Paper 2 | Questions on topics 5-7 Questions: multiple choice, structured, closed short answer, and open-response. | 1 hr 45 min | 50 |

Key Skills

The students learn:

Locate, select, organise and present information from a variety of sources

Translate information from one form to another

Manipulate numerical and other data

Use information to identify patterns, report trends and draw inferences

Present reasoned explanations of phenomena, patterns and relationships

Make predictions and propose hypotheses

Solve problems, including some of a quantitative nature

Careers

Medicine, veterinary medicine, pharmacy, pharmacology, forensics, gene technology, food technology, public health, medical laboratory science, medical research, environmental research.

Science – Chemistry

Curriculum Leader Science: Ms Vanessa Christian
Examination board – Cambridge IGCSE

Course Content

1. The particulate nature of matter
2. Experimental techniques
3. Atoms, elements and compounds
4. Stoichiometry
5. Electricity and chemistry
6. Chemical energetics
7. Chemical reactions
8. Acids, bases and salts
9. The Periodic Table
10. Metals
11. Air and water
12. Sulphur
13. Carbonates
14. Organic chemistry

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|-----------|---|------------|-----------|
| | | Time | % |
| Paper 1 | Multiple choice question paper weighted at 30% of total available marks | 45mins | 30% |
| Paper 3 | Extended theory paper | 1hr 15mins | 50% |
| Paper 6 | Alternative to Practical | 1hr | 20% |

Key Skills

Students that study chemistry will be given the opportunities to develop their organising, planning and research techniques, so that they may observe and record experimental results accurately. With these results, students go on to develop their data handling skills, in order to draw a valid conclusion from their results and evaluate if the experimental data is valid.

Careers

In simplest terms, chemistry is the science of matter. Anything that can be touched, tasted, smelled, seen or felt is made of chemicals.

- Agricultural Chemistry
- Analytical Chemistry
- Biotechnology
- Chemical Engineering
- Chemical Sales
- Chemical Technology
- Consumer Product Chemistry
- Environmental Chemistry
- Food and Flavour Chemistry
- Forensic Chemistry
- Inorganic Chemistry
- Material Science
- Oil and Petroleum
- Polymer Chemistry
- Science Writing
- Medicine

Science – Physics

Curriculum Leader Science: Ms Vanessa Christian
Examination board – AQA

Candidates who choose to study GCSE Physics will cover more content than GCSE Trilogy Science, which will provide good preparation for AS and A-level, without overlapping content.

Candidates will do 8 practical's for Physics throughout the year and questions on these practical's will be asked within the final exam papers of which 15% of the GCSE marks will be given, 30% of the marks require higher tier GCSE Mathematics skills. The exam questions will be more straightforward and the higher tier papers will stretch the most able.

Grades: The A* to G grades will be replaced by 9 to 1 for Physics, 9 being the highest.

Course Content

GCSE Physics is a 2 year linear course with the final examination taking place at the end of the 2 years.

Topics covered over the course are:

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure and Space physics

New content: gears; forces as vectors; atmospheric pressure

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|-----------|--|--------------|-----------|
| | | Hours | % |
| Paper 1 | Questions on topics 2,4,6,7 Questions: multiple choice, structured closed short answer, and open-response. | 1 hr 45 mins | 50% |
| Paper 2 | Questions on topics 1,3,5,8 Questions: multiple choice, structured, closed short answer, and open-response. | 1 hr 45mins | 50% |

Key Skills

As well as the theoretical, practical and mathematical proficiencies that are taught, students studying physics will gain lifelong skills, by developing an understanding of the usefulness (and limitations) of scientific method, and its application in other areas and in everyday life. Students learn to become confident in a technological world, with an informed interest in scientific matters. They will widen their understanding of how scientific theories and methods have developed, and continue to develop, as a result of groups and individuals working together. Students are encouraged to cultivate an interest in, and care for, the environment by being aware that the application of science in everyday life may be both helpful and harmful to the individual, the community and the environment

Careers

As well as the obvious careers in Space Technology, Engineering, Communications, Industry, Medicine and Research there are hundreds more but less obvious, too many to list here.

Science - Trilogy

Curriculum Leader Science: Ms Vanessa Christian
Examination board – AQA

The Trilogy science course comprises 2 distinct GCSE's. The course is contemporary dealing with topical issues that students find interesting and can relate to with ease. There is a large focus on transferable skills in this course and less focus on content.

If you plan to study Biology, Chemistry or Physics at A 'level you should **not** choose this course. This course offers students a broad understanding of science but in essence, as you study two thirds of the material of a single award GCSE in Biology, Chemistry and Physics, students will have gaps in their knowledge and will struggle to access the A level course.

Candidates will do 16 practical's for Trilogy throughout the year and questions on these practical's will be asked within the final exam papers of which 15% of the total GCSE marks will be given, 20% of the marks require higher tier GCSE Mathematics skills.

Grades: The GCSE Trilogy will have a 17 point grading scale, from 9-9, 9-8 through to 2-1, 1-1 where 9-9 being the highest grade.

Assessment Structure

| Component | Details of Assessment | Duration | Weighting |
|-------------------|---|-------------------|-----------|
| | | Hours | % |
| Paper 1 Biology | Multiple choice, structured, closed short answer, and open response | 1 hour 15 minutes | 16.7% |
| Paper 2 Biology | Multiple choice, structured, closed short answer, and open response | 1 hour 15 minutes | 16.7% |
| Paper 1 Chemistry | Multiple choice, structured, closed short answer, and open response | 1 hour 15 minutes | 16.7% |
| Paper 2 Chemistry | Multiple choice, structured, closed short answer, and open response | 1 hour 15 minutes | 16.7% |
| Paper 1 Physics | Multiple choice, structured, closed short answer, and open response | 1 hour 15 minutes | 16.7% |
| Paper 2 Physics | Multiple choice, structured, closed short answer, and open response | 1 hour 15 minutes | 16.7% |

Key Skills

The students learn:

Critically analyse data
Conduct risk assessments and work safely
Analysis data
Identify limitations with theories, processes and data
Apply mathematical knowledge and understanding
Communicate using scientific vocabulary

Careers

This course underpins many aspects of practical life and therefore can lead to broad and diverse careers including teaching, food and textile industry.

Spanish

Curriculum Leader MFL: Mrs Marian Zaniboni
Examination board – AQA

Course Content

The AQA GCSE Spanish syllabus is designed for students who want to continue their study of Spanish. The programme of study includes the following themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

| Component | Details of Assessment | Duration | Weighting |
|---|---|--|-----------|
| | | Hours | % |
| <u>Unit 1</u> Listening and Understanding in Spanish | New requirement for 20-30% of questions and answers to be in the target language. | 35 minutes for the Foundation 45 minutes for the Higher (plus 5 minutes' reading time at start for both) | 25% |
| <u>Unit 2</u> Speaking in Spanish | <ul style="list-style-type: none"> • This unit is classed as “non-exam assessment”, conducted by teacher. • The test will consist of three parts: <ol style="list-style-type: none"> a. Two from the following: role play; picture stimulus, text stimulus; picture and text stimulus b. A conversation covering 1 topic chosen by the student and 1 compulsory topic • The tests will be sent as sound files and marked by AQA examiners | 7-9 minutes for the Foundation 10-12 minutes for the Higher (plus preparation time for both). | 25% |
| <u>Unit 3</u> Reading and Understanding in Spanish | <ul style="list-style-type: none"> • Students will be tested on their ability to translate from target language into English at both tiers and on the new requirement for the inclusion of literary texts as a stimulus. • 30-40% of questions and answers will be in the target language. | 45 minutes for the Foundation 60 minutes for the Higher | 25% |
| <u>Unit 4</u> Writing in Spanish | Students will be tested on their ability to translate from English into target language at both tiers. | 60 minutes for the Foundation 75 minutes for the Higher | 25% |

Key Skills

The AQA GCSE in Spanish qualification requires students to:

- Develop the ability to listen to and understand spoken Spanish in a range of contexts and a variety of styles
- Communicate in speech for a variety of purposes
- Read and respond to different types of written language
- Communicate effectively in writing for a variety of purposes
- Understand and apply a range of vocabulary and structures
- Develop language learning and communication skills which can be applied broadly

Careers: Foreign language skills can open doors to all careers and are valued by universities for a range of courses.