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GCSE Courses 2020

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Message from Head of Key Stage 4

Dear Parents,

Year 9 students have now reached an important point in their schooling where they have to decide which subject options to take for their GCSEs. Before this choice can be made, tutors, class teachers, parents, and students must all work together to ensure that the final decision is one which will be to the satisfaction of all concerned.

We believe that a broad, balanced education is essential and this policy is reflected in our option choice format. Our 'GCSE Option Package' reflects a programme of subjects which will prepare our students thoroughly for future studies in whichever system of education they enter. It will also give them diversity of subject matter, essential for future study and/or employment.

To ensure breadth and balance in each student's individual curriculum, we insist that all students take English Language, English Literature, Mathematics and Double Award Science. In addition to this, four further subjects, chosen from the 'Optional Choices' should be selected. Students also take Core Physical Education and a Personal, Social and Health Education course as non-GCSE subjects. The students will study nine GCSE subjects in total.

Regarding the optional subjects, we offer the three separate sciences as an option. All students will take the Double Award but, some may use one of their option choices to study all three Sciences instead. It is important to note that Advanced Level Science courses build on the content of the Double Award GCSE, and studying Double Award Science does not limit students who may want to follow a career in Medicine. Pupils who opt for Double Award Science are in no way disadvantaged.

Unfortunately, students cannot take both Economics and Business Studies. Students need to choose one or the other.

Finally, whilst we will do our utmost to provide students with their preferred subjects, we cannot guarantee that this is possible for all. For this reason, all students must select one reserve subject. This must be a subject that the students would genuinely consider as an option.

Yours sincerely,

Jessica Ockenden
Head of Key Stage 4

GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)

Teachers at Sharjah English School look carefully at the full range of courses of study set by the examination boards and choose a syllabus which appears to be the most interesting and useful.

The GCSE examination was introduced in schools in 1986 to replace 'O' Levels and CSEs. Candidates sat the first GCSEs in summer of 1988. It is designed to be an examination for children of all abilities.

GCSE courses last two years and are examined at the end of Key Stage 4 (Year 11), when most students are aged 15 or 16. GCSE grades are awarded numerically on a 1-9 scale, where 9 is the highest grade and 1 is the lowest. This brings GCSEs in line with equivalent examinations around the world.



Comparing old GCSE letter grades to the new number grades

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	
<hr/>	
3	D
2	E
1	F
	G
U	U

GCSE results tend to be published normally on the fourth Thursday in August on completion of Year 11.

Examination fees for the various GCSE courses are payable upon confirmation of the examinations being undertaken by a student. It is anticipated that parents will be invoiced at the end of March prior to the examinations being sat. The fees will vary depending upon the particular subject concerned. These variations in the fee structure are due to the nature of the course.

ADVICE TO STUDENTS BEFORE MAKING THEIR CHOICES

- A balance of subjects is preferred by colleges/universities in most countries, and by employers. A balance also allows you to have a wide choice of careers. The Core curriculum in conjunction with the options generally gives you this balance.
- It is generally best to opt for the subjects that you enjoy. If you enjoy them you will work harder.
- Take your time in deciding. Talk to parents. Talk to your form tutor. Talk to your teachers.

Do not choose a subject simply because:

- a friend is doing it;
- you like a teacher, as you may not get him/her;
- you do not like it, but think it is needed for a career that appeals.

Do not worry too much about what college/university course or career you may want to do after you leave. Most places just require a broad range of good grades at GCSE. Also, most people change their minds about courses and careers over their remaining time at school.

SPELLING, PUNCTUATION AND GRAMMAR

For some GCSE subjects, 5% of the marks for each written paper are allocated to spelling, punctuation and grammar according to the following criteria:

- Threshold performance: students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.
- Intermediate performance: students spell, punctuate and use the rules of grammar with reasonable accuracy; they use a wide range of specialist terms with purpose.
- High performance: students spell, punctuate and use the rules of grammar with almost faultless accuracy, using a range of grammatical constructions; they also use a wide range of specialist terms with purpose and precision.

HOMEWORK

Completion of regular homework will be important for successful progress in all courses. It will be necessary for students to spend between 60 minutes and 120 minutes each afternoon/evening on homework.

ACTIVITIES

There will be a range of activities available and students should enjoy these activities as much as they did in Years 7, 8 and 9. However, to participate in activities on four different afternoons may leave insufficient time for homework/studying.



THE CORE SUBJECTS

English Language

Course outline

Students have already begun this course.

GCSE English Language aims to develop students' skills in reading, writing, and spoken language; to enable them to communicate with others confidently, effectively, precisely and appropriately.

In spoken language, students will take part in a variety of tasks, including individual presentations, debate, speeches and discussion.

Students will study a wider range of fiction, non-fiction and media texts, developing their understanding of the way writers use language, structure and form to achieve effects and influence readers.

Course structure and assessment

Component 1: Fiction and Imaginative Writing

- Study selections from a range of prose fiction.
- Develop skills to analyse and evaluate 19th-century fiction extracts.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

Component 2: Non-Fiction and Transactional Writing

- Study a range of 20th and 21st century non-fiction texts (including literary non-fiction).
- Develop skills to analyse, evaluate and compare non-fiction extracts.
- Develop transactional writing skills for a variety of forms, purposes and audiences.
- Use spelling, punctuation and grammar accurately.

Assessment Criteria	%
Formal Examination	
Paper 1 Fiction and Imaginative Writing	40%
Paper 2 Non-Fiction and Transactional Writing	60%
Spoken Language Assessment	Separately reported

Career prospects

A good qualification in English Language demonstrates a level of creativity and abstract thought essential for approaching difficult problems. Being able to read for meaning also allows students to be more efficient communicators and develops interpersonal skills. English Language encourages the development of empathy and requires students to approach texts with maturity.



English Literature

Course outline

Students have already begun this course.

The English Literature Course is taught alongside GCSE English Language. Students will be able to gain 2 GCSEs at the end of Year 11. English Literature encourages the development of personal, critical review and responses from students. It provides students opportunities for debating their points of view with evidence.

Course structure and assessment

Component 1: Shakespeare and Post - 1914 Literature

Through the study of one Shakespeare play (Macbeth) and one Post - 1914 British novel (Woman in Black), students will:

- Analyse how language, form and structure are used to create meaning and effects, using relevant subject terminology where appropriate.
- Maintain a critical and informed response and demonstrate an understanding of the relationship between the text and the context in which it was written.

Marks will also be given for accurate spelling, punctuation and grammar.

Component 2: 19th century Novel and Poetry since 1789

Through the study of one 19th century novel (Jekyll and Hyde) and collection of poetry since 1789, students will:

- Maintain a close language analysis with regard to language, structure and form.
- Explore plot, character and theme, using the critical informed style that was required for component 1.
- Use a range of vocabulary and sentence structures for purpose and effect, with accurate spelling and punctuation.

Assessment Criteria

Each component comprises 50% of the total marks awarded.

Career prospects

A grade 6 in English Literature is essential for a student who is intending to study English Literature at AS or A level. Universities and employers also hold this qualification in high regard as it indicates a more sophisticated knowledge and understanding of the language. It also reflects the candidates have an ability to synthesise information, reach a judgement and use reasoning to argue the validity of this judgement to an audience.

"I can't imagine a man really enjoying a book and reading it only once." – C.S. Lewis



Combined Science

Course outline

In GCSE combined science: Biology, Chemistry and Physics are taught as a double Science. This course is worth 2 GCSE Grades in total. All students study this core subject unless they opt for separate science as an option. This means those students will receive three GCSE grades for their Science GCSEs.

Course structure and assessment

The topic areas studied in the new GCSE Combined Science syllabus are the same as for the separate sciences, although with a little less content. These are detailed on each of the separates science pages.

Both higher and Foundation tier papers will be available.

Component	Assessment	%
6 Papers – 2 Biology, 2 Chemistry and 2 Physics. Each will assess different topics	Each paper is a 1 hour 15 minute written examination, to include multiple choice, structured closed short answer and open response questions.	16.7% for each paper

Career prospects

Biotechnology, Biological Testing, Dentistry, Environmental Conservation, Forensic Science Independent Research, Medicine, Midwifery, Marine Biology, Nursing, Physiotherapy, Sports Science, Teaching, Veterinary Medicine, and almost any other career.



Mathematics

Course outline

There are 6 main areas of study: Number, Algebra, Ratio, Geometry and Measures, Probability, and Statistics.

The course aims to develop mathematical knowledge, skills and understanding such that students will confidently tackle and solve a range of familiar and unfamiliar problems, including those drawn from real-life contexts and other areas of the curriculum. They will think and communicate mathematically – both logically and creatively. Students will become more fluent in making connections between different areas of Mathematics and its application in the world around us.



“Mathematics possesses not only truth, but supreme beauty – a beauty cold and austere, like that of sculpture.” – Bertrand Russell

Course structure and assessment

Two tiers are available: Foundation and Higher

The final examination consists of three written papers each with an equal weighting of 33.33% of the total GCSE.

Each paper will be 1 hour and 30 minutes, 80 marks are available each. Paper 1 is a non-calculator paper.

Paper 2 and 3 are calculator allowed papers.

Assessment criteria

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and Measures
- 5 Probability
- 6 Statistics

The content outlined for each tier will be assessed across the 3 papers.

Career prospects

A good qualification in Mathematics shows evidence of logical thought processes and the ability to cope with statistical and analytical skills. This core subject is highly valued by most employers and is often required for entry to further or higher education. Possible careers are: Accountant, Pilot, Air Traffic Controller, Architect, Banker, CAD Draughts Person, Economist, Engineer, Financial Consultant, Stockbroker, Research and Development, Games Programmer.

THE OPTIONAL SUBJECTS

Arabic

Course outline

The Arabic language course focuses on developing students' skills (reading, writing, listening, speaking) so they can effectively communicate with Arabic speakers.

This will provide them with a deeper understanding of the society in which they live, in particular, and of Arab culture in general. Arabic is the mother tongue in 22 countries in Asia and Africa, and now ranks sixth among the most widely used languages in the world, with 246 million speakers, in addition to the 1.6 billion Muslims in the world who use it in worship.

A selection of carefully chosen texts are studied to increase students' language and proficiency.



Course structure and assessment

Students take examinations in reading, listening, speaking and writing, each of which is worth 25% of the total mark. All examinations are taken at the end of Year 11.

During the two-year course, 5 themes are covered:

1. Identity and Culture;
2. Local area, holiday and travel;
3. School;
4. Future aspirations, study and work;
5. International and global dimension.

Assessment criteria

For Paper 1, students are assessed on their understanding of spoken Arabic by one or more speakers. Paper 2 is assessed internally and students are examined on their ability to communicate effectively in Arabic. Paper 3 focuses on their understanding of written Arabic and for Paper 4, students are tested on their ability to write in Arabic.

Career Prospects

There is an increasing interest in the Arabic language in the world, and in international organizations such as the United Nations, the International Red Cross, International Relief Agencies and UNESCO, which gives the speaker an advantage and makes them a strong competitor for a future job. Do not forget that mastering the Arabic language may open up opportunities to work in embassies of countries and consulates operating in the Arab countries.

Art and Design

Course outline

Art, Craft and Design complements Literacy, Mathematical, Scientific and factual subjects. It is concerned with developing visual perception and aesthetic appreciation through an understanding of past and contemporary art and design. Students are encouraged to widen their knowledge of materials, practices and technology as a form of communication.

"Creativity takes courage." – Henri Matisse



Course structure

Component 1: Personal Portfolio in Art and Design 60% GCSE

This takes the form of two projects carried out in the two years of the course. The projects are themed and can take the form of work produced in sketchbooks, drawings, photography, paintings etc. Students are expected to spend approximately 45 hours in informally supervised conditions producing their portfolio of work. Unit 1 is internally set and marked through controlled assessment.

Component 2 : Externally Set Assignment in Art and Design 40% GCSE

This is an externally set theme and is internally marked. Students are expected to spend approximately 20 hours in informally supervised conditions producing supporting work for their 10 hour controlled examination.

Assessment Criteria

This is an open entry subject. All students will be required to complete the coursework and exhibit their work. Whether the student views his or herself as a painter, fashion designer, film-maker or sculptor, the same basic rules of art and design apply and the student must be interested, dedicated and show lots of enthusiasm.

Career prospects

Art and Design is recognised as an acceptable qualification for entry to many careers and higher education courses. Further training in Art, Craft & Design can include AS/Advanced GCE, BA, PhD in Art related subjects leading to careers in Architecture, Textiles, Set Designer, Photo Journalist, Magazines, Book Jackets, Computer Graphics, Painting, Interior Design, Fashion Designer, Video & TV, Film Maker, Medical Photography, Printing, Picture Editor, Freelance Cartoonist, Teaching, Curator, Art Therapist etc.

Biology (Separate Sciences)

Course outline

Biology is at the forefront of many of the most important and exciting current issues, whether it is the effect of global warming and environmental degradation on the planet’s flora and fauna; our continuing fight against disease and pathogens; the search for novel life-forms on earth—and elsewhere—and indeed what “alive” means.

Studying Biology at SES will not only introduce you to many of the fundamental biological concepts that underpin the science, but also equip you with the knowledge and ability to question assumptions about the world around you and to take part in the debates surrounding these and many other scientific advances.



Course structure

There are 7 topic areas that are studied in the new GCSE Biology syllabus:

- 1. Cell biology;
- 2. Organisation;
- 3. Infection and response;
- 4. Bioenergetics;
- 5. Homeostasis and response;
- 6. Inheritance, variation and evolution;
- 7. Ecology.

Assessment Criteria

Component	Assessment	%
Paper 1: Assessing any content from topics 1-4 Paper 2: Assessing any content from topics 5-7	Each paper is a 1 hour 45 minute written examination, to include multiple choice, structured closed short answer and open response questions.	50% for each paper

Career prospects

Biotechnology, Biological Testing, Dentistry, Environmental Conservation, Forensic Science, Independent Research, Medicine, Midwifery, Marine Biology, Nursing, Physiotherapy, Sports Science, Teaching, Veterinary Medicine, and almost any other career.

Business – IGCSE

Course outline

Covering the fundamental concepts of Marketing, Finance, Human Resources, Operations Management and External Environment students develop an understanding of how each sector functions within a business and how they join together to form a successful organisation.

.."A business is simply an idea to make other people's lives better." – Sir Richard Branson

Course Structure and assessment

There are 5 units of study:

Unit 1 – Business activity

Unit 2 – People in business

Unit 3 – Business finance

Unit 4 – Marketing

Unit 5 – Business operations

Both examinations cover the whole scope of the IGCSE Business course, differing only through the scale of the scenarios used as case studies.

Amongst other things, the course covers:

- the various objectives of a business, changing business environments and the criteria for judging success
- people in organisations, focusing on their roles, relationships and management in business
- accounting and financial information as an aid to decision making
- satisfying customer needs in a changing and competitive international environment
- how organisations use and manage resources to produce goods and services

Assessment Criteria

Papers 1 and 2 are each worth 50% of the final GCSE mark

Career prospects

Traditional career paths include management consultancy, marketing, HR management and accountancy. For those individuals with the necessary desire to succeed, the opportunities for entrepreneurs are limitless.



BTEC Business level 2 certificate

Course outline

Covering the fundamental concepts of finance, marketing, communication, business enterprise, purpose and organisations, students can develop an understanding of how businesses operate and how key areas work together to form successful organisations

The main piece of advice the Year 9 students must embrace on choosing their options is the notion that good grades are more important than what subjects they choose. For this reason it is imperative that students choose subjects they are good at, and equally, enjoy.

100% coursework. Each unit has a range of assessment tasks to be completed internally. Assessments will include, but are not limited to: presentations, role play, written reports, essays, visual displays and interviews.

There is no exam in this course.



Why BTEC?

BTEC level 2 Certificate in Business is equivalent to 1 GCSE Grade 5-9. Students will be awarded a Pass, Merit, Distinction or Distinction* as their final grade. Students will be assessed on a regular basis via internally set assignments. All assignments are marked and moderated internally in the first instance, Pearson exam board will then externally mark and award the final grade.

BTEC is suitable for students who may find one, end of year exam difficult and prefer to be assessed in smaller but more frequent classroom based assignments. Students will learn work based skills alongside the academics of business, fully preparing them for university and the working environment.

Career prospects

Traditional career paths include management consultancy, marketing, HR management and accountancy. For those individuals with the desire to succeed, the opportunities for entrepreneurs are limitless.

Chemistry (Separate Sciences)

Course outline

Chemistry is often referred to as 'the central science' because of its links to aspects of biology during the study of organic chemistry and physics; particularly through the 'rate and extent of chemical change' and 'atomic structure' components. Studying chemistry can be an extremely rewarding and exciting experience. Taking chemistry will allow you to establish the links between the three sciences and it will also improve your knowledge and understanding of the substances that surround us, from raw materials to medicines. In essence, chemistry is the study of everything around us.



Course Components

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Component	Assessment	%
Paper 1: Assessing any content from topics 1-5 Paper 2: Assessing any content from topics 6-10	Each paper is a 1 hour 45 minute written examination, to include multiple choice, structured closed short answer and open response questions.	50% for each paper

Assessment criteria

For Paper 1 and 2 are both worth 50% each of the GCSE. In the exam, the papers will be multiple choice

Career prospects

Career paths available include: Analytical Chemist, Chemical Engineer, Healthcare Scientist, Clinical Biochemistry, Forensic Scientist, Nanotechnologist, Pharmacologist, Research Scientist (physical sciences) and Toxicologist.

Computer Science

Course outline

Everybody in this country should learn how to program a computer, because it teaches you how to think. – Steve Jobs

Course structure and assessment

Component 1 Principles of Computer Science (50%)

Course details:

- Understanding of what algorithms are;
- Understanding of binary representation, data representation, data storage; and compression, encryption and databases;
- Understanding of components of computer systems;
- Understanding of computer networks, the internet and the world wide web;
- Understanding of components of computer systems;
- Ethical, legal and ownership issues



Component 2 Application of Computational Thinking (50%)

Course details:

- Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms;
- Develop and analyse algorithms in the form of pseudo code and flow charts;
- Understanding the key concepts of computational problem solving and trace a given algorithm;
- Understanding specific searching and sorting algorithms, namely bubble sort, merge sort, linear and binary search.

Component 3 – Project (not assessed but mandatory)

Students will develop a computer program, which will be a solution from a given scenario/problem. The content for this component will draw on:

- algorithms, decomposition and abstraction;
- analyse, design, implement, test and evaluate program;

Assessment criteria

Components (Papers) 1 and 2 (each worth 50%) consist of multiple-choice, short open response, open response and extended open response answer questions. Component 3 is an internally-assessed project that looks at the level of programming skill and knowledge of the candidate.

Career prospects

The vast majority of careers in the 21st century will require an understanding of computing. Many jobs that today's students will have in 10 to 20 years haven't been invented yet.

Design & Technology

Course outline

GCSE Design & Technology is concerned primarily with the activity of designing and making of products and systems which are used by and manufactured in an industrialised society.

We seek to provide our students with an educational experience which places particular emphasis on the 'holistic' nature of Design and Technology.

Students will gain an understanding of the following areas:

- Creative process (decision making and the resolution of conflicting needs);
- Manufacturing including and understanding of industrial systems;
- Communication, research and analytical skills;
- The interrelationship between human and technological factors;
- An appreciation of the fact that design will impact beyond its intended area;
- An awareness of the historical events that have shaped our world;
- An appreciation of the work of others (including professional designers and peers).



Course Structure and assessment

Unit 1: Theory (50%)

In this unit students will learn the fundamentals of materials, manufacturing processes and design and market influences. This will be assessed in the written examination at the end of the course.

Unit 2: Controlled Assessment (50%)

This unit consists of a single design and make activity selected from a range of examination board set tasks. Students will be required to complete a single/series of products alongside a portfolio showcasing their design process.

Assessment Criteria

Unit 1 will be assessed in the written examination at the end of the course.

Unit 2 will be completed in school where students will be required to complete a single/series of products alongside a portfolio showcasing their design process.

Career prospects

Design Technology as a subject gives the students transferable skills and the ability to contribute creatively in any situation. The skills listed above—research, analysis, decision-making and communication—are highly valued by employers and lend themselves to all walks of life.

The more specialised knowledge and skills can lead to higher education and employment in the following fields: Architecture, Engineering (civil, electronic and mechanical), Design (product, graphic, interior, service) Quantitative Surveying, Design Management, Software or Website Design and Manufacturing Management, to name a few. Every day, the demand for good quality creative thinkers with the skills to see a project through is growing, and this course is designed to help our students be these people.

Drama

Course outline

Drama gives students the ability to work creatively unlike any other subject. Students are given the opportunity to work in a wide variety of ways to explore texts and performance and are encouraged creatively, focusing on practical work which reflects twenty-first century practice.

**"All the world's a stage, And all the men and women
merely players." – Shakespeare**



Component 1 - Devising - 40%

Students will create and develop a devised piece from a chosen stimulus. They will perform this piece and analyse their process and performance.

Assessment - this is internally assessed and externally moderated through a portfolio of work and a recording of the final performance.

Component 2 - Performance from Text - 20%

Students will either perform in or design for two key extracts from a performance text.

Assessment - this is externally assessed by a visiting examiner watching the final performance.

Component 3 - Theatre Makers in Practice - 40% (written exam)

Students will study and explore a complete performance text and will complete an evaluation of a live theatre performance.

Assessment- this is an examined component. Students are examined in a 1 hour and 30 minute exam paper which is designed to allow students to show their knowledge of the text studied and how they would realise it in a performance. It also includes a live theatre evaluation.

Career prospects

Career opportunities for students who study Drama at a higher level include: the media, theatre, television, radio, the film industry, arts administration, drama therapy, education.

Some jobs directly related to a degree in Drama and Theatre might include: Actor/Actress, Stage Manager, Arts Administrator, Drama Teacher, Drama therapist, Television Production Assistant, Radio Presenter or Theatre Director. There are also many jobs where Drama and Theatre may be very useful. For example, a Youth and Community Worker, Personnel Manager, Social Worker, Journalist, Marketing Manager, Charities Administrator.

Economics

Course outline

IGCSE Economics allows students to study decision making on a variety of scales. In Microeconomics we look at the factors which affect what producers make and what consumers buy. In Macroeconomics we study the effects of unemployment and inflation on people in various countries. Finally, in International Economics we examine why people in some countries are wealthier than others and how this is changing. If you want to understand the thinking behind Donald Trump's policies on international trade and healthcare, Economics can help you.

"An economist is an expert who will know tomorrow why the things he predicted yesterday didn't happen today." – Lawrence J Peter

Course Components

Unit 1 – Microeconomics and Business Economics

This unit focuses on the Microeconomic aspects of Economics, those affecting individuals and companies. It covers the concepts of supply and demand, market failure, labour markets, elasticities, business costs and market structures.

Unit 2 – Macroeconomics and the Global Economy

This unit focuses on the Macroeconomic aspects of Economics, those issues dealt with by governments and nations. It covers the concepts of unemployment, economic growth, inflation, exchange rates, international trade, taxation, government spending, interest rates and globalisation.

Assessment criteria

Units 1 and 2 are assessed through two 1 hour and 30 minutes examination papers.

Career prospects

Economics graduates often follow careers in Consultancy, Banking, International Relations, Government Planning, Insurance and Charitable organisations.



French

Course outline

The course concentrates on developing and extending the ability to communicate effectively, building on the grammar, vocabulary and structures covered between Years 7 and 9. All students will enjoy increased confidence within the four language skills: listening, speaking, reading and writing. Students will form an understanding and positive attitude towards the culture and civilisation of Francophone countries.

Course details

Students take examinations in reading, listening, speaking and writing, each of which is worth 25% of the total mark. All examinations are taken at the end of Year 11.

During the two year course, 5 themes are covered:

- Identity and Culture;
- Local area, holiday and travel;
- School;
- Future aspirations, study and work;
- International and global dimensions.

Assessment criteria

Paper 1: students are assessed on their understanding of spoken French.

Paper 2: students are assessed on their ability to communicate effectively in French.

Paper 3: students are assessed on their understanding of written French.

Paper 4: students are assessed on their written French abilities.

Career prospects

In line with increased globalisation, the ability to communicate in a second (or even third) language will increase a student's marketability. Employers tend to prefer candidates who speak one or more foreign languages. This is certainly true for careers in Import/Export Sales, Banking, Journalism, Broadcasting, Hotel Management, Travel Industry, Engineering and Marketing.

French is an official working language in dozens of international organisations, including the United Nations, International Olympic Committee and International Red Cross. It is also the second most frequently used language on the Internet.



Geography

Course outline

Geography at GCSE is designed to investigate new ideas and approaches to the study of geography in the 21st century at local, regional, national and international levels. It examines aspects of physical and human geography and their associated processes, including relationships between people and environments as well as current issues of local, national and global importance, such as climate change and sustainable development.



Course structure and assessment

Component 1 – The Physical Environment (37.5% of final grade)

Topic 1 – Rivers and Coastal Environments

Topic 2 – Weather Hazards and Climate Change

Topic 3 – Ecosystems, Biodiversity and Management

Component 2 – The Human Environment (37.5% of final grade)

Topic 4 – Changing Cities

Topic 5 – Global Development

Topic 6 – Water Resources Management

Component 3 – Geographical Investigations (25% of final grade)

Topic 7 – Physical Fieldwork investigating the dynamic coast.

Topic 8 – Human Fieldwork investigating land use in cities.

Assessment Criteria

Components 1 and 2 are assessed through an examination paper. For Component 3, students are expected to carry out fieldwork on a river or coastal environment and a rural or urban environment. The Component 3 examination is also a written paper that will test the skills students have collected through this fieldwork.

Career prospects

The diverse nature of Geography means it is a stepping stone to a whole range of future opportunities. In essence the course shapes problem-solvers of the future. Careers launching into Surveying, Town Planning, Journalism, Teaching, Economic Planning, Engineering, Hazard Management, Business and Connectivity, ICT using GIS information systems to track patterns and trends or environmental pressures are all careers where geographical skills would be particularly valued.

History

Course outline

History at GCSE is designed to help make judgements about the past, think critically when sources of information are presented to us and challenge existing ideas about the world.

The course develops and extends knowledge and understanding of key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.

"Human history becomes more and more a race between education and catastrophe." --H. G. Wells



Course structure and assessment

Unit 1:

Thematic Study: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

This thematic breadth study focuses on the development of Medicine from the Middle Ages to the Modern World.

Unit 2:

British Depth and Period Study: Henry VIII and his ministers 1509-1540 and Superpower relations 1941-91.

The British depth study focuses on a short time span and requires students to understand the complexity of society and the interplay of different aspects within Henrician England. The period study focuses on a medium time span of 50 years and requires students to understand the unfolding issues associated with the Cold War.

Unit 3:

Weimar and Nazi Germany, 1918–39. The depth study focuses on a short time span and requires students to understand the complexity of German society and the interplay of different aspects within it. The course features the problems of Weimar Germany, the rise of Hitler and life in Nazi Germany.

Assessment criteria

Unit 1,2 and 3 are written examinations. Unit 1 is worth 30%, Unit 2 is worth 40% and Unit 3 is worth 30%.

Career prospects

The study of history sharpens logical, critical, and analytic thinking; providing young people with opportunities to develop a variety of skills that will contribute to their employability, whatever their chosen career. The transferable skills, abilities and attitudes to independent learning developed through the study of history make young people attractive to employers.

Music

Course outline

GCSE Music continues the learning in KS3 by focusing on the three main aspects of musical understanding: Appraising; Composing and Performing. These three components are explored in depth over the two year course, and will include whole class ensembles, using technology to compose music and in-depth study of set works. For 2022, these are Mozart's Clarinet Concerto, and songs from the show *Little Shop of Horrors*.

"Music is a higher revelation than all wisdom and philosophy", Ludwig Van Beethoven



Course structure and assessment

Performing Music (30%)

Students will record two final pieces to send to AQA: (1) a solo performance on their main instrument or voice (2) an ensemble performance. For classical musicians/singers the ensemble might be a piece such as a duet or a trio. Rock musicians may work on a song with a band. The expected performing standard by the end of Year 11 is approximately Grade 4, however Grade 3 level work is also acceptable. Pieces of approximately Grade 5 standard or above receive extra marks.

Composing Music (30%)

Students will submit two final compositions. One of these will be a 'free choice' in any style or genre. The other will be chosen from a set of briefs set by AQA. This area of the course includes excellent opportunities to take advantage of our ongoing relationship with the Apple Store in Dubai Mall, where pupils will visit to learn about composing with modern technology.

Understanding Music (40%)

Students will sit an examination with recorded music included. It will focus on three main areas: The Western Classical Tradition, Pop Music, and Traditional (Folk) Music. Study pieces include Haydn's 'Clock' symphony, and tracks from the Beatles 'Sgt Pepper's Lonely Heart's Club Band' album. Students will also learn about some of the main aspects of music theory in this area of the course.

Assessment criteria

Performing, Composing and Appraising are assessed independently and combined to give an overall grade. Multiple assessment of these aspects are undertaken in class and pupils will have the knowledge of the criteria for each component.

Career prospects

The study of music sharpens the mind and is often compared to learning another language. Some career opportunities involve: Performing, Writing, Recording, Singing, Music Journalism, Film Music, the Record Industry and Music Education.

Physical Education

Course outline

The GCSE PE syllabus has both a theoretical (60%) and practical (40%) component. Most of the lessons are delivered as interactive, theoretical, exciting classroom-based lessons.

The academic side of the course is demanding and covers a wide variety of topics taught in two distinct modules: 'The Human Body and Movement in Physical Activity' and Socio-cultural Wellbeing and Influences in Physical Activity'.

Students will experience some practical lessons throughout the course. These will be centered around the components of fitness and will enable them to develop their own personal fitness programme. Students are expected to attend extra-curricular clubs and are encouraged to represent school teams and seek additional clubs outside of to enhance their performance.



Module 1 – The Human Body

- Applied Anatomy and Physiology
- Long and short term effects of exercise upon the:
 - Cardio-vascular system
 - Respiratory system
 - Muscular system
 - Skeletal system
- Movement analysis
- Exercise and fitness components
- Principles and types of training

Module 2 – Socio-cultural Wellbeing

- Socio-cultural influences
- Well-being and influences
- Influences on a healthy and active lifestyle
- Governing body and educational opportunities
- Nutrition and diet
- Sports Psychology

Component	Assessment	%
Written assessment (2 exams)	Paper 1: 1 hour 45 minutes, Paper 2 1 hour 15 mins	60% of the final GCSE Grade
Practical Assessment through sports performance	Three sports from the set list provided by the exam board	30% of the final GCSE Grade
Written Non Examined	Coursework: Personal Exercise Performance (PEP)	10% of the final GCSE Grade

Career prospects

Health Professionals

Dietician, Nutrition, Health and Well-Being, Physiotherapist, Occupational Therapist, Sports Massage, Physiologist, Sport Medicine.

Sport Professionals

Teaching, Sports Management, Sports Administration, Sporting Marketing, Sponsorship, Sports Events, Sport Agent, Health Club Manager, Sports Coach, Professional Sports person, Elite Athlete.

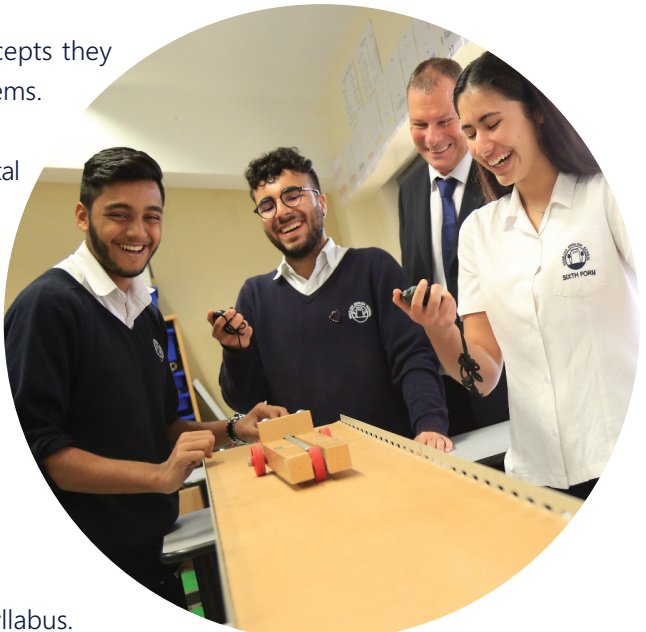
Physics (Separate Sciences)

Course outline

The specification is designed to give students the tools and concepts they need to be able to construct a scientific approach to solving problems.

Students will learn to ask and answer questions about the fundamental laws that govern natural phenomena.

Students are likely to be engaged by the aspects of the specification that they can relate to their everyday life such as the efficiency of electrical appliances and braking distances as well as larger concepts like nuclear fission and fusion and evidence of the Big Bang.



Course structure

There are 8 topic areas that are studied in the new GCSE physics syllabus.

1. Energy
2. Electricity
3. Particle Model of Matter
4. Atomic Structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

Assessment Criteria

Component	Assessment	%
Paper 1: Assessing any content from topics 1-4 Paper 2: Assessing any content from topics 5-7 and may draw upon elements from paper 1.	Each paper is a 1 hour 45 minute written examination, to include multiple choice, structured closed short answer and open response questions.	50% for each paper

Career prospects

Accountant, Air Traffic Controller, Astronaut, Banker, Barrister, Civil Servant, Computer Programmer, Defense specialist, Engineer, Geologist, Musical instrument designer, Pilot, Physicist, Politician, Lawyer, Meteorologist, Stockbroker, Teacher and almost any other career.

Links to subject pages

THE CORE SUBJECTS

Double Award / Combined Sciences
English Language
English Literature
Mathematics

<https://goo.gl/8sYLQ4>
<https://goo.gl/obwFn7>
<http://goo.gl/K6VgJu>
<http://goo.gl/ncVsNS>


THE OPTIONAL SUBJECTS

Arabic
Art and Design
Biology (Separate Science information)
Business Studies
Chemistry (Separate Science information)
Computer Science
Design and Technology
Drama
Economics
French
Geography
History
Music
Physical Education
Physics (Separate Science Information)


<https://goo.gl/KdE6zK>
<https://goo.gl/t4rA3r>
<https://goo.gl/Hb4pFm>
<https://goo.gl/fsYP18>
<https://goo.gl/n1HL66>
<https://goo.gl/a8uErM>
<https://goo.gl/JpX1ug>
<https://goo.gl/SnJcpU>
<https://goo.gl/nnGcoz>
<https://goo.gl/zb6Uus>
<https://goo.gl/NKEEik>
<http://goo.gl/QP02W3>
<https://goo.gl/cWdch6>
<https://goo.gl/4X7hgA>








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