



# SHARJAH ENGLISH SCHOOL



## GCSE OPTIONS BOOKLET 2022

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# A Message from the Head of Key Stage 4



Dear Parents,

Year 9/Grade 8 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 Options 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-examined subjects.

Students will normally 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, when asked for a final selection, 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

# Thinking about your future.....

Before you make any choices about what subjects you might like to study over the remaining years of your school life, it is important to try to ensure that the options you choose are going to be ones that you enjoy and that support your chosen career path.

It might surprise you to know that in order to study Medicine at a prestigious University, you do not necessarily need to have three Sciences at A Level – perhaps you would enjoy studying a more practical subject instead?

At Sharjah English School we subscribe to an amazing Careers and Futures package called Unifrog. (<https://www.unifrog.org/>) Each student has their own account. This resource can be used to help students to think about potential careers by completing their interests and personality profiles. After this section is completed it suggests a wide variety of possible careers along with all relevant information about that career, including what qualifications are needed.

If a student already has an idea about the field that they would like to enter, the package will suggest all possible careers linked to that field along with all relevant information.

As well as giving all relevant information about a vast number of careers, this tool can also be used to research degree courses. Where it gives expected entry requirements onto specific courses, the course experience is often summarised by a video of a student studying that course.

Many staff at SES can give excellent advice on your option and/or career choices and would be happy to do so. In the first instance contact your tutor or subject teachers and if you need more information please contact any one of Ms Ockenden, Mr Ryan, Ms Rasool or Ms Hanine.

# 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/Grade 10), 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.

GCSE results tend to be published normally on the fourth Thursday in August on completion of Year 11/Grade 10.

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.



# GCSE English Language

## Course Outline (Compulsory for all students)

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 wide 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 & Assessment

### Component 1: Fiction & 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 & 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 & Imaginative Writing 40%  
Paper 2 Non-Fiction & 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.



# GCSE English Literature

## Course Outline (Compulsory for all students)

The English Literature Course is taught alongside GCSE English Language. 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.

**“I can’t imagine a man really enjoying a book and reading it only once.” – C.S. Lewis**

## Course Structure and Assessment

### Component 1: Shakespeare and Post-1914 Literature

Through the study of one Shakespeare play and one Post - 1914 British novel, 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 and a 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

Universities and employers hold this qualification in high regard as it indicates a more sophisticated knowledge and understanding of the language. It also indicates that candidates have an ability to synthesize information, reach a judgement and use reasoning to argue the validity of this judgement to an audience.

# GCSE Combined Science (Double Award)

## Course Outline (Compulsory for all students unless students choose Triple Science)

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.

## 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 separate science pages.

Both Higher and Foundation tier papers will be available.

There are 6 examination papers in total – 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.

Each paper is worth 16.7% of the overall mark.

## 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.



# GCSE Mathematics

## Course Outline (Compulsory for all students)

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.

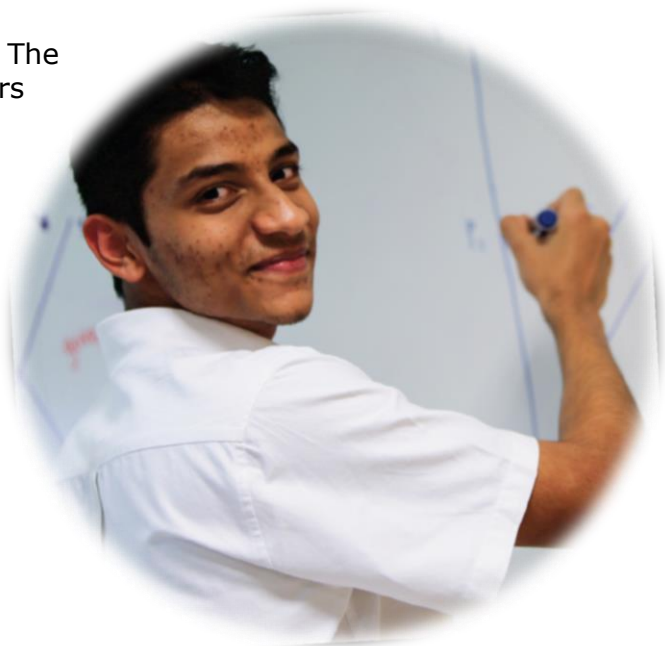
## Assessment Criteria

- 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.



# GCSE 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.

During the 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.

# GCSE Art & 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% of 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% of 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, Photojournalist, 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.



# GCSE 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

Paper 1: Assessing any content from topics 1-4 (50% of GCSE)

Paper 2: Assessing any content from topics 5-7 (50% of GCSE)

Each paper is a 1 hour 45 minute written examination, to include multiple choice, structured closed short answer and open response questions.

## 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.



# IGCSE Business Studies

## 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 IGCSE 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.

# GCSE 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

## Assessment Criteria

Paper 1: Assessing any content from topics 1-5 (50% of GCSE)

Paper 2: Assessing any content from topics 6-10 (50% of GCSE)

Each paper is a 1 hour 45 minute written examination, to include multiple choice, structured closed short answer and open response questions.

## Career Prospects

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



# GCSE Computer Science

## Course Outline

Throughout this Computer Science course students will develop an in-depth understanding of computer systems and how they work. Learning to program is also a core component of this computer science course. During this course students will learn how to design, read, write and debug programs. They will also learn how to apply their skills to solve real problems and produce readable, robust programs.

## 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.

## Assessment Criteria

Component 1 consists of multiple-choice, short open-response, open-response and extended open-response answer questions.

Component 2 is an on screen, practical paper which will require students to design, write, test and refine programs.

## 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.

**Examples of careers include:** Software engineer, Web developer/designer, App developer/designer, Gaming development, Data Analyst, IT managers, IT/Computing architecture, Network engineer.



# GCSE Design & Technology

## Course Outline

GCSE Design & Technology is concerned primarily with the activity of designing and making 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 practise combining scientific, geographic and historic theory and practical scenarios with innovative thinking to solve real world problems with design solutions.

Students will gain an understanding of the following areas:

- Creative process (decision making and the resolution of conflicting needs)
- Manufacturing, including an 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%)

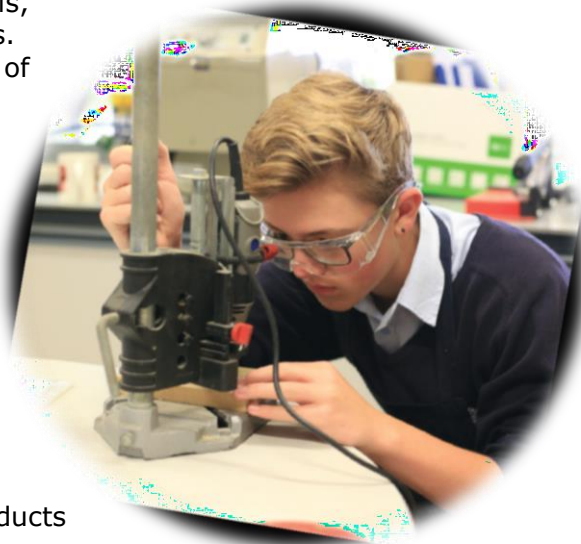
This unit consists of a single design and make activity selected from a range of examination board set tasks. Students will be required to complete a single/series of products alongside a portfolio showcasing their design process.

## 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 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.



# GCSE 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**

## Course Structure and Assessment

### 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 examination 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.

Alongside these direct job opportunities Drama is a subject that carries a high number of transferable skills that are helpful in any industry. From working collaboratively to delivering presentations, using creativity to solve problems to high level analytical skills, experience in Drama will serve you in the world of business, finance, law, design and technology, education and media among others.



# IGCSE Economics

## Course Outline

IGCSE Economics is about making sense of the world around us and how people, businesses and governments can influence the choices we make. If you have ever wondered why people habitually buy Apple products or why the governments of the world can seem to borrow endless, huge volumes of money or you just want to know how the world works and make sense of what's going on, Economics is for you.

In Microeconomics (the study of singular markets and industries) we look at the factors which affect what producers make and what consumers buy. In Macroeconomics (study of whole countries and trade blocs) 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 the USA's policies on international trade and healthcare, Economics can help you.

**"The lesson of my field, behavioural economics, is that we need to understand the ways in which we differ from the rational human assumed in standard economic theory." Richard Thaler**

## 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.



# GCSE 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.

# GCSE 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 – Changing UK Landscapes - 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 & UK Challenges

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

Topic 7 – Physical Fieldwork investigating the dynamic coast.  
Topic 8 – Human Fieldwork investigating land use change in cities.

## Assessment Criteria

Components 1 and 2 are assessed through an examination paper. For Component 3, students are guided through 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 acquired throughout the fieldwork.

## Career Prospects

The multidisciplinary 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.

# GCSE 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 The American West. 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 settlement of the West and the impact on the ways of life of the native Americans.

### 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

Units 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. Careers with a specific historical connection include: Archeology; Museology; Archivist and working for the Civil service.

# GCSE 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 musical works.

**“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, and (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 Mozart Clarinet Concerto in A major, K. 622, 3rd movement, Rondo and Little Shop of Horrors 1982 off-Broadway version. 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.

# GCSE 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 sessions. 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 Influences and Wellbeing'.

Students will also participate in practical lessons throughout the course. These will be centered around the components of fitness and/or practical sport. These sessions will enable students to develop their own personal fitness programme and complete their practical sports assessments. Students are expected to attend extra-curricular clubs and are encouraged to represent school teams and seek additional clubs outside of school to enhance their sporting performance.

## Course Structure

### Module 1 – The Human Body

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

### Module 2 – Socio-Cultural Influences Wellbeing

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



## Assessment Criteria

Assessment for the academic element of this course is in the form of two written examinations, worth a combined total of 60% of the final grade. Students will choose three sports to be assessed in practically and this will form 30% of the final grade. Lastly, students will design, complete and evaluate a Personal Exercise Programme (PEP) which will account for 10% of the final grade.

## Career Prospects

Dietician, Physiotherapist, Strength and Conditioning Coach, Sports Therapist, Physiologist, Sport Medicine, Teaching, Sporting Event Management, Sports Coach, Sports Marketing, Occupational Therapist.

# GCSE Physics (Separate Sciences)

## Course Outline

The specification is designed to give students the skills and concepts they need to be able to construct a scientific approach to solving problems and understanding the world around them. Students will also learn to ask and answer questions about the fundamental laws that govern all natural phenomena.

Students are likely to be engaged by the aspects of the specification that they can relate to their everyday life such as forces and motion, electricity and electro-magnetic waves, as well as larger concepts like nuclear fission and fusion and evidence of the Big Bang.

## Course Components

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

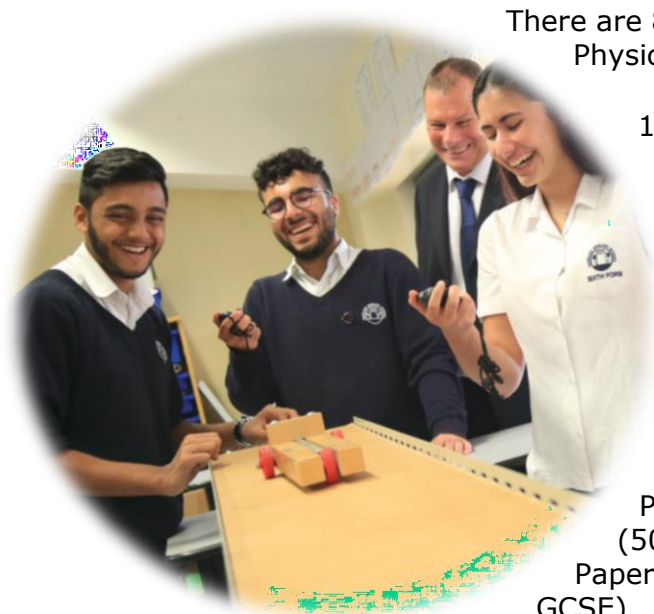
Paper 1: Assessing any content from topics 1-4 (50% of GCSE)

Paper 2: Assessing any content from topics 5-8 (50% of GCSE)

Each paper is a 1 hour 45 minute written examination, to include multiple choice, structured closed short answer and open response questions.

## 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 Exam Board Specifications for Each Subject

## THE CORE SUBJECTS

Double Award / Combined Sciences <https://goo.gl/8sYLQ4>

English Language <https://goo.gl/obwFn7>

English Literature <http://goo.gl/K6VgJu>

Mathematics <http://goo.gl/ncVsNS>

## THE OPTIONAL SUBJECTS

Arabic <https://cutt.us/7Q8tB>

Art and Design <https://goo.gl/KdE6zK>

Biology (Separate Science information) <https://goo.gl/t4rA3r>

Business Studies <https://tinyurl.com/4cp6kkxy>

Chemistry (Separate Science information) <https://goo.gl/fsYP18>

Computer Science: [GCSEs Computer Science \(2020\)](#)

Design and Technology <https://goo.gl/a8uErM>

Drama <https://goo.gl/JpX1ug>

Economics <https://tinyurl.com/2jp9apch>

French <https://goo.gl/nnGcoz>

Geography <https://goo.gl/zb6Uus>

History <https://goo.gl/NKEEik>

Music <http://goo.gl/QP02W3>

Physical Education <https://goo.gl/cWdch6>

Physics (Separate Science Information) <https://goo.gl/4X7hgA>