



أكاديمية جيمس ويلينغتون واحة السيليكون  
GEMS Wellington Academy  
SILICON OASIS



# GCSE OPTIONS 2020



**GEMS**  
EDUCATION

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Dear Parents and Carers

### **GCSE Options Process**

Your child has reached an important milestone in their education journey: beginning their GCSE subjects next academic year. The GCSE option process is an opportunity for your child to begin making some far-reaching decisions. Over the course of the next few months, your child will be guided through the selection process of GCSE courses.

Students will continue to study the core subjects of English, Mathematics, Science, Arabic, Islamic Studies (for Muslim students), UAE Social Studies and Moral Education. They will then be able to choose additional subjects from four option blocks based on their own strengths and interests. The option blocks are designed to help students maintain a breadth of subjects as required for entry into Post-16 education and university in the future.

When considering subject choices, it is vital that students, parents and teachers are involved in the decision-making process. As such, there are a number of key events in the coming months to assist with this. The first of these events is our options evening and curriculum fair held on Wednesday 18<sup>th</sup> March, starting with a formal presentation at 5.00pm. This event will provide an opportunity for you to speak to subject teachers and to current GCSE students to understand more about the courses on offer. Please could I also urge you to use the Academic Review Day on 12<sup>th</sup> February to speak to subject teachers about taking forward certain subjects to GCSE level.

I would like to reassure students and parents that all teachers at WSO are available to offer support and guidance throughout the options process.

I look forward to meeting you at the options fair.

Yours faithfully,

Mr Steve Reid

**Assistant Principal**

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# GCSE / iGCSE

## Key Information

- General Certificate of Secondary Education (GCSE) / International General Certificate of Secondary Education (iGCSE)
- The new '9-1' grading system has replaced the A\*-G Grades to show greater differentiation.

### How the new grades compare with the old ones

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

- Undertaken over Key Stage 4 (Years 9, 10 and 11).
- Exams will be undertaken at the end of the course.
- Many GCSE courses have a form of coursework known as Controlled Assessment which is prepared in class and at home but completed under examination conditions in school. It is marked by teachers then externally moderated by the examination board. Students cannot enter an examination if the controlled assessment is not completed.
- Students at GEMS Wellington Academy typically study around 8 subjects.

# Introduction to the Key Stage 4 Curriculum

Students beginning Year 9 are embarking on the next phase of their educational journey, Years 9 to Year 11 are known as Key Stage 4 of the National Curriculum for England.

This is an extremely important part of your child's education which will ultimately be the first period in their educational journey. These will culminate in terminal exams which will help shape the further education choices your child will make.

The Key Stage 4 curriculum is made up of compulsory and optional subjects. Students will have the opportunity to select four optional subjects.

It is important to note that if a student holds an Arabic passport, they will be required to choose Arabic as one of their options.

## Compulsory Subjects

All students study the following subjects:

- GCSE English Language and English Literature
- GCSE Mathematics
- GCSE Science
- Physical Education (PE)
- Social Studies
- Islamic Studies (all Muslim students) or Microsoft Imagine Academy courses (Year 7-9 non-Muslim students)



In P.E., students will participate in a number of activities, ranging from competitive sports to those promoting and developing health and fitness.

In Year 9 Social Studies, students will build on their understanding of the culture of the UAE and Dubai. Within this context, they will develop their critical thinking skills, cross curricular skills and other key transferable skills. This will ensure students not only have a deep understanding of the fascinating culture they live in, but also acquire skills which will prepare them for the work-place regardless of what career they choose to pursue or their economic status.

Muslim students attend Islamic Studies lessons whereas non-Muslim students will study Microsoft Imagine Academy (Years 7-9).

## Optional Subjects

Students are required to select one subject from each option block that they would like to study and one reserve choice for each subject.

Students are asked to identify these reserve choices in the event that their initial choice of subject is unavailable.

Inevitably there will be a small group of students who do not gain their first choice. Therefore, it is important that reserve choices are selected wisely.

# Advice for Students

In choosing subjects to study at GCSE students should think carefully about the following points:

- What do I enjoy?
- What am I good at?
- What do I need for future Post-16 choices? Even at this early stage it is sensible to consider which subjects you are likely to pursue when you reach Year 12.
- Do I have a balance of subjects?

**Do not select a subject based on the following:**

- You know that your friends are making this selection – it is important that the choice you make is based on your enjoyment of the subject and where your interests lie. This is your chance to make a choice for you! There is also no guarantee that you will be in the same class as your friend.
- You feel this will be an easy subject – all GCSE courses are difficult. Overcoming this difficulty will come through your enjoyment of the subject. Choose something you will enjoy.

## The English Baccalaureate

The EBacc refers to a combination of subjects that has been highlighted within the United Kingdom that are beneficial for students to study at GCSE level. The EBacc route consists of students studying English, Mathematics, Science, History or Geography and French or Spanish. Selecting such options helps to ensure that students are following a broad and rich pathway at GCSE and helps to ensure that choices of further education courses will remain wide. A study by the UCL Institute of Education shows that students studying subjects included in the EBacc provides students with greater opportunities in further education. Sutton Trust research also highlighted that studying the EBacc can help improve a young person's performance in English and Mathematics.

## Entry Requirements

It has been recognised that certain GCSE courses are more difficult to access without a solid foundation being achieved within Mathematics/English. For this reason, students will not be able to elect a subject where they do not meet the minimum entry requirements stated. This is for the benefit of the student. The data picture throughout the first two terms at WSO will be used to assess whether students meet the criteria. Exceptions will not be made if a student does not meet the minimum requirements.

## Final Thought

This is the first opportunity that students will have to really shape their own future. All students should seek the support of their parents in working towards a set of choices that provide a broad and balanced pathway for Years 9-11. It is vital that each child enjoys what they are studying, it makes sense as we are all successful in the things that we enjoy. Students should play to their strengths. I would advise that it is important that students take note of the entry requirements of specific subjects.

# GCSE Examination Fees and Payment

The Academy is an independent examination centre for the British examination boards outside the UK (Edexcel, AQA, IFS, and CIE). Due to examination board regulations, examinations run from Monday to Friday and have to follow UK timings without exception. Students will be entered for these examinations throughout the three years of the course. Further details regarding the timings and cost of these examinations will be provided as soon as the information becomes available. Examinations are charged separately. We do not yet have the information from the Examination Boards on charges for courses concluding in 2022. There may also be further charges for some subjects where a moderator is required, or extraordinary invigilation procedures are necessary. These fees are collected prior to students being entered for any examinations.

<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>	AQA Examination Board
<a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a>	Edexcel Examination Board
<a href="http://www.cie.org.uk/">www.cie.org.uk/</a>	Cambridge Examination Board
<a href="http://www.ocr.org.uk/">www.ocr.org.uk/</a>	Oxford Cambridge and RSA Examination Board
<a href="http://www.ucas.com">www.ucas.com</a>	UK University Applications
<a href="http://www.connections-direct.com">www.connections-direct.com</a>	Jobs4u – Careers Database
<a href="http://www.isco.org.uk">www.isco.org.uk</a>	Careers Service
<a href="http://www.hotcourses.com">www.hotcourses.com</a>	Courses Guide
<a href="http://www.careers-uk.com">www.careers-uk.com</a>	General Careers Site
<a href="http://www.bbc.co.uk/radio1/essentials/">www.bbc.co.uk/radio1/essentials/</a>	General Advice Site

## Further Advice

Students should make the most of opportunities to speak with subject teachers, Heads of Department, Tutors, Heads of House, family and friends in order to give themselves a wide range of suggestions and viewpoints to support them in choosing options that are right for them and their future.

# English Language

Examination Board and  
Specification Code:

Oxford AQA

International GCSE 9270

<https://www.oxfordaqaexams.org.uk/subjects/english/international-gcse-english-language-9270>



## Course Description

The Oxford AQA English course enable students to develop specific skills in inference, exploration, language analysis and deduction alongside the more general skills of selection, synthesis and organisation.

Students have the opportunity to produce planned, developed and sustained responses, with a choice of writing tasks in both examination papers.

The alternative non-exam assessment option to Paper 2 will appeal to students of all abilities who wish to pursue an individual interest or area of study. With its focus on independent research and learning, and the development of study skills, it provides an invaluable preparation for higher level study.

It offers excellent preparation for IB courses and international AS and A-level English Language, as well as giving students a grounding in a wide variety of language that will stay with them for life.

## Exams/Assessments

Throughout the course students will prepare for one written examination paper and one project based coursework assignment.

### Exams

Students will sit one examination which is worth 60% of their overall iGCSE grade. They will sit the exam at the end of the course in Year 11.

Unit	Weighting	Assessment	Content
Paper 1	60% 80 marks	Written exam 2 hours	<p>Section A: Literary non-fiction (40 marks) Students will be given a single text for close study. The text will be divided into sections with questions. At least one question will relate to the whole text.</p> <p>Section B: Composition (40 marks) There will be three tasks from which students choose one: descriptive, imaginative, argumentative and/or discursive.</p>

## Non-exam Assessment Project

Candidates submit a written task and commentary. The coursework accounts for 40% of their overall iGCSE grade and will be completed in class.

Unit	Weighting	Assessment	Content
Course work portfolio	40% 60 marks	Written task and accompanying commentary	Students will carry out independent research and utilise their findings for a written task in which the audience, purpose and form are specified. This will be assessed alongside a commentary produced by the student. Both reading and writing skills will be assessed in this project.

# English Literature

Examination Board and

Specification Code:

Pearson Edexcel

International GCSE 4ET1



<http://www.cie.org.uk/programmes-and-qualifications/cambridge-iGCSE-english-literature-0486/>

## Course Description

The English Literature iGCSE offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects.

iGCSE English Literature will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.

## Exams/Assessments

Throughout the course students will prepare for one written examination paper and two coursework assignments.

## Exams

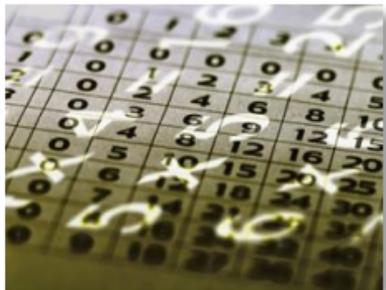
Unit	Weighting	Assessment	Content
Component 1 Poetry and Modern Prose	60% 60 marks	Written examination 2 hours	Section A: Unseen Poetry: one 20-mark essay question Section B: Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems Section C: Modern Prose: One 40 mark essay question from a choice of two on each of the set texts

## Controlled Assessment

Unit	Weighting	Assessment	Content
Component 5	25% 25 marks	Two controlled assessments	Candidates submit a portfolio of two assignments (600–1200 words each). Each assignment should be based on the study of one complete text. The text must be equivalent in scope and demand to the set texts. The assignments must be on different texts

# Mathematics (GCSE)

Examination Board and  
Specification Codes:  
Edexcel 1MA1



<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

## Course Description

This GCSE course covers the following content headings:

- Number
- Algebra
- Geometry and Measures
- Statistics
- Probability
- Ratio, Proportion and Rates of Change

There are two tiers of entry: Higher (Grades 9, 8, 7, 6, 5 and 4) and Foundation (Grades 5, 4, 3, 2 and 1).

The course starts in Year 9 and continues through to Year 11. The tier of entry is based on the student's KS3 result and their progress subsequent to that. The final decision is not made until after the mock GCSE exams have taken place in Year 11.

## Exams/Assessments

### Exams

Every student at WSO follows the Edexcel syllabus for GCSE Mathematics (1MA1). Students are entered for either the Higher Tier or the Foundation Tier. Both tiers follow the Linear Course.

During the course students take regular topic tests which are used to set target grades and may lead to set changes where appropriate.

Unit	Weighting	Assessment	Content
Paper 1 No calculator	33.33% 80 marks	Written exam 1 hour 30 minutes	Number Algebra Geometry and Measures Statistics Probability Ratio, Proportion and Rates of Change
Paper 2 Calculator	33.33% 80 marks	Written exam 1 hour 30 minutes	
Paper 3 Calculator	33.33% 80 marks	Written exam 1 hour 30 minutes	

## Controlled Assessment

There is no controlled assessment element in this course.

# Further Mathematics Option (3 year course)



## GCSE Statistics (Year 9) Edexcel 1ST0

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/statistics-2017.html>

### Course Description

The GCSE Statistics course covers the following content headings:

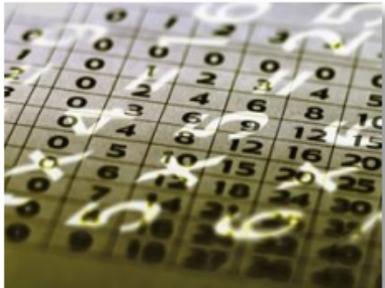
- The collection of data
- Processing, representing and analysing data
- Probability

Statistics is a 1 year course of study completed in Year 9 which compliments the GCSE in Mathematics. This course is suitable for pupils expected to achieve a grade 8 or 9 in their traditional GCSE Mathematics course. It also requires a good command of the English language as the statistics language can be challenging in tackling worded examination questions.

	% in GCSE
AO1: Demonstrate knowledge and understanding, using appropriate terminology and notation, of standard statistical techniques used to: <ul style="list-style-type: none"> <li>• collect and represent information</li> <li>• calculate summary statistics and probabilities</li> </ul>	55%
AO2: Interpret statistical information and results in context and reason statistically to draw conclusions	25%
AO3: Assess the appropriateness of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle	20%
Total	100%

# Additional Mathematics

(Year 10 & 11)  
Cambridge IGCSE  
Additional Mathematics  
(0606)



<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-mathematics-additional-0606/>

## Course Description

### Entry Requirements

The IGCSE in Additional Mathematics is a course for learners who are expected to achieve a grade 8 or 9 in their traditional GCSE Mathematics course. This course is a continuation from Statistics in Year 9.

### GCSE Qualifications Available

If Further Mathematics is chosen as an option, learners will gain 3 full GCSEs in Mathematics. In the first year students will study Statistics, and in the next 2 years Additional Mathematics. Both these will be studied alongside the normal GCSE Mathematics course and learners will receive a full GCSE for each qualification.

### Topics

The course covers the following content headings: Surds and logarithmic functions, the quadratic function, inequalities and identities, sequences and series, the binomial series, scalar and vector quantities, rectangular cartesian coordinates, differentiation and integration, and trigonometry.

### Equipment Required

This course requires learners to have a scientific calculator. The course textbook is published by Cambridge Press, ISBN:

## Why Further Mathematics?

The course is designed for learners that are interested in studying Standard or Higher Level IB Mathematics, A-Level Mathematics or a BSc Mathematics degree in the future. Often, teachers of HL IB Mathematics and university lecturers assume that their students have a basic knowledge of the topics covered in the Further Pure Mathematics course.

It is therefore vital to consider this as an option if you are interested in taking Mathematics at a higher level in the future.

It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and, is intended as an additional qualification to GCSE Mathematics, rather than as a replacement. Furthermore, it also assists in consolidating their GCSE learning and helps bridge the gap between GCSE Mathematics and the Higher Level IB Mathematics programme.

This is achieved by learners going into greater depth with standard GCSE Mathematics topics such as sequences, and being introducing to new topics such as Calculus.

## What are my future prospects?

If you are thinking about a career or further studies in any of the following areas, then a fluency in statistics will work to your advantage:

Medicine	Natural and Social Science	Economics
Finance	Marketing Research	Manufacturing
Management	Government	Forensics
Research	Sport and Health Studies	Psychology
	Engineering	

## Exams/Assessments - Statistics

Unit	Weighting	Assessment
Paper 1 – Calculator	50% (80 marks)	Written exam - 1 hour 30 minutes
Paper 2 – Calculator	50% (80 marks)	Written exam - 1 hour 30 minutes

## Exams/Assessments – Additional Mathematics

Examination Board	Cambridge IGCSE Additional Mathematics (0606)
Examinations	<p>Paper 1 Written examination paper (Calculator) (0606) 50% Time: 2 hours (80 marks)</p> <p>Paper 2 Written examination paper (Calculator) (0606) 50% Time: 2 hours (80 marks)</p>

### Controlled Assessment

There is no controlled assessment element in this course.

# Science

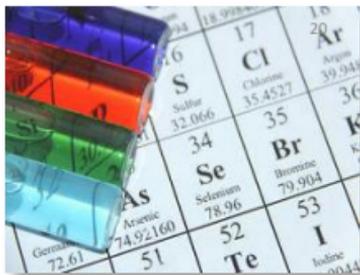
## AQA GCSE

### Double Award – Combined

### Science: Trilogy (8464)

### Triple Award – Biology

### (8461), Chemistry (8462) and Physics (8463)



<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

## Course Description

The Double Award and Triple Award Science courses both combine relevant, inspiring content and practical work. The study of either results in recognised GCSE qualifications in which students can achieve grades 9-1. The Double Award is made up of two combined GCSE Science qualifications covering all three Sciences. Triple award covers the same content and more, resulting in three separate GCSE qualifications: Biology, Chemistry and Physics. We also offer a Single Science pathway where students just cover the Biology course and gain one GCSE in Biology.

The course starts in Year 9 with every student learning the content which is common to the Single, Double and Triple Award.

A recommendation will be published to parents at the end of Year 9 as to whether students should continue studying science for the Single, Double or Triple Award. This decision will be based on the student's topic test and attitude and effort in class.

## Triple Award Course Outline; Biology, Chemistry and Physics

The following curriculum content is a guide to the areas on which candidates will be assessed.

## Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

## Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

## Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space Physics

## Exams/Assessments

### Biology

Paper	Weighting	Assessment	Content
Paper 1	50% 100 marks	Written paper 1 hour 45 minutes	Biology topics 1-4
Paper 2	50% 100 marks	Written paper 1 hour 45 minutes	Biology topics 5-7

## Chemistry

Paper	Weighting	Assessment	Content
Paper 1	50% 100 marks	Written paper 1 hour 45 minutes	Chemistry topics 1-5
Paper 2	50% 100 marks	Written paper 1 hour 45 minutes	Chemistry topics 6-10

## Physics

Paper	Weighting	Assessment	Content
Paper 1	50% 100 marks	Written paper 1 hour 45 minutes	Physics topics 2, 4, 6-7
Paper 2	50% 100 marks	Written paper 1 hour 45 minutes	Physics topics 1, 3, 5, 8

## Controlled Assessment

There is no controlled assessment element in this course.

## Double Award Course Outline – Combined Science: Trilogy

The curriculum content below is a guide to the areas in which candidates will be assessed.

### Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

### Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

## Exams/Assessments

Throughout the course students will complete regular topic tests in order to prepare for the following exams. Students are entered for either the Higher Tier or the Foundation Tier.

Both tiers follow the linear course.

<b>Paper</b>	<b>Weighting</b>	<b>Assessment</b>	<b>Content</b>
Biology Paper 1	16.7% 70 marks	Written exam 1 hour 15 minutes	Biology topics 1-4
Biology Paper 2	16.7% 70 marks	Written exam 1 hour 15 minutes	Biology topics 5-7
Chemistry Paper 1	16.7% 70 marks	Written exam 1 hour 15 minutes	Chemistry topics 8-12
Chemistry Paper 2	16.7% 70 marks	Written exam 1 hour 15 minutes	Chemistry topics 13-17
Physics Paper 1	16.7% 70 marks	Written exam 1 hour 15 minutes	Physics topics 19, 21, 23, 24
Physics Paper 2	16.7% 70 marks	Written exam 1 hour 15 minutes	Physics topics 18, 20, 22

## Controlled Assessment

There is no controlled assessment element in this course.

The curriculum content below is a guide to the areas in which candidates will be assessed.

Throughout the course students will complete regular topic tests in order to prepare for the following exams. Students are entered for either the Higher Tier or the Foundation Tier.

Both tiers follow the linear course.

## Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

## Exams/Assessments

### Biology

Paper	Weighting	Assessment	Content
Paper 1	50% 100 marks	Written paper 1 hour 45 minutes	Biology topics 1-4
Paper 2	50% 100 marks	Written paper 1 hour 45 minutes	Biology topics 5-7

# iGCSE Arabic A

## First language

### Examination Board and Specification Code: Edexcel 4AR0



<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-arabic-as-1st-language-2009.html>

## Course Description

The Edexcel iGCSE First Language Arabic syllabus is designed for students whose first language is Arabic. This First Language syllabus develops learners' ability to communicate clearly, accurately and effectively. This qualification enables students to:

- Develop their ability to read, understand and respond to material from a variety of sources
- Develop their ability to communicate accurately in writing, matching style to audience and purpose
- Develop their understanding of the structure and variety of language
- Further their personal development, and an understanding of themselves and the world around them
- Appreciate the richness, beauty and diversity of the Arabic language.

Learners are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects. The syllabus also complements other areas of study by encouraging skills of more general application.

## Exams/Assessments

iGCSE is available to first language speakers of Arabic: The examination board is Edexcel and consists of 2 papers. The aim of these papers is to assess comprehension, summaries and writing. Students use the book: '*Arabic language*' from the Ministry of Education (compulsory for all Arab students).

## Exams

Unit	Weighting	Assessment	Content
Paper 1 Reading & Writing	70%	Written exam 2 hours and 15 minutes	The examination paper has three sections, A, B and C Section 1 (Reading): short-answer comprehension questions based on a reading passage Section 2 (Writing): students are presented with a short text and required to summarise it. Students are required to produce a piece of directed writing. Section 3 (Grammatical usage): grammatical usage tested in a series of exercises.
Paper 2 Writing	30%	Written exam 1 hour 30 minutes	Students produce two pieces of continuous writing

## Controlled Assessment

There is no controlled assessment element in this course.

# GCSE Arabic B Modern Foreign Language Examination Board and Specification Code: Edexcel 2AR01



<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/arabic-2017.html>

## Course Description

GCSE Arabic is a continuation of work covered during Key Stage 3. Students will already be familiar with some of the areas of study; however, at GCSE level, they will be revised, extended and covered in more depth.

The five themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension.

All themes and topics must be studied.

## Exams/Assessments

### Exams

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

The use of dictionaries is not permitted. For Paper 2, this includes during the preparation time.

Unit	Weighting	Assessment	Content
Unit 1 Listening and understanding	25% Foundation and higher tier: 50 marks	<p>Higher tier: 45 minutes (including 5 minutes reading time)</p> <p>Foundation tier: 35 minutes (including 5 minutes reading time)</p>	<p>Students are assessed on their understanding of standard spoken Arabic by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Arabic speakers. Students must answer all questions in both sections. There is no requirement for students to produce written responses in Arabic.</p>
Unit 2 Speaking in Arabic	25% 70 marks	<p>Internally conducted and externally assessed</p> <p>Foundation tier: 7–9 minutes plus 12 minutes' preparation time</p> <p>Higher tier: 10–12 minutes plus 12 minutes' preparation time</p>	<p>Students are assessed on their ability to communicate and interact effectively through speaking in Arabic for different purposes and in different settings. There are three tasks, which must be conducted in the following order: Task 1: a role play based on one topic that is allocated by Pearson Task 2: questions based on a picture stimulus based on one topic that is allocated by Pearson Task 3: conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson. The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking</p>

Unit	Weighting	Assessment	Content
Unit 3 Reading and Under-standing in Arabic	25% 50 marks	Foundation tier: 50 minutes; 50 marks.  Higher tier: 1 hour 5 minutes;	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. Students must answer all questions in each of the three sections: Section A is set in English. The instructions to students are in English. Section B is set in Arabic. The instructions to students are in Arabic. Section C includes a translation passage from Arabic into English with instructions in English
Unit 4 Writing in Arabic	25% 60 marks	Foundation tier: 1 hour 15 minutes;  Higher tier: 1 hour 25 minutes	Students are assessed on their ability to communicate effectively through writing in Arabic for different purposes and audiences. 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 – three open-response questions and one translation into Arabic.  Higher tier – two open-response questions and one translation into Arabic.

## Controlled Assessment

There is no controlled assessment element in this course.

### Why Arabic?

Arabic is the fifth most commonly spoken native language in the World.

- Over 200 million people speak Arabic as their native tongue
- Arabic is spoken in 28 countries in Africa and the Middle East
- Arabic is the liturgical language of Islam
- There is a high demand and low supply of Arabic-speakers in the Western World
- To increase global understanding
- Enhance your travel and living experiences abroad by being able to communicate with people in their own language

# GCSE Art & Design

## Examination Board and Specification Code: AQA 4201



<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200>

### Course Description

GCSE Art and Design is one of the few subjects that allow students a degree of autonomy over their work. Once taught the skills, students make decisions about the direction of their own work. It is not uncommon in a GCSE class to see students working on the same project but with completely different and individual outcomes. Creating autonomous learners is one of the key aims of the Art Department at WSO.

GCSE Art and Design follows the AQA syllabus. The course is set into two units of work; unit one is internally set and unit two is set by the exam board.

Throughout the course, students are taught a wide variety of techniques, processes, use of media and different materials. In the final term, students will start their externally set assignment. This will conclude with a ten hour exam where students will produce a final examination piece.

Visits to art galleries, museums and student study days are a compulsory part of the creative experience.

A final year public exhibition of course work and examination work will be held in school for parents and dignitaries.

## Exams/Assessments

### Exams

#### Controlled Assessment

Students will complete a series of pieces to produce a portfolio of work.

Unit	Weighting	Assessment	Content
Unit 1: Portfolio of Work	60%	45 hours of work	More than one extended collection of work, or project which demonstrate an ability to sustain work from initial starting points or project briefs to the realisation of intentions and include evidence of research, the development of ideas and meaningful links with critical/contextual sources.

Unit	Weighting	Assessment	Content
Unit 2: Externally Set Task	40%	10 hour examination	There is unlimited preparation time followed by a ten hour period of sustained focused study in which candidates are expected to develop their own unaided work informed by their preparatory studies.

# iGCSE Business Studies

## Examination Board and Specification Code: Edexcel 4BS0



<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/business-2017.html>

### Course Description

The main course topics are:

- Business Activity & Influences On Businesses
- People In Business
- Business Finance
- Marketing
- Business Operations

The aims of the course are for students to be able to:

- Relate their learning to real business examples
- Be aware of current issues which affect businesses, their operation and success, and how they adapt to change
- Focus on current business practice
- Understand the importance of seeing business issues and situations through different perspectives
- Be aware that information communication technology is essential to business decision making processes and success, and affects all functional areas of business

## Exams/Assessments

### Exams

This course is assessed through two written papers, 1 hour 30 minutes per paper.

Both papers draw on the knowledge and understanding from across the entire specification content. A particular focus is placed on the ability for students to apply their understanding to various business contexts.

Paper 1 will focus on a small business of up to 49 employees that has a local/national market. Paper 2 will focus on a large business of more than 250 employees that has a multinational/global market.

Both papers consist of four compulsory questions, each worth 20 marks. There is a total of 160 marks for the iGCSE. Questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

There is no controlled assessment or coursework.

### Why Business Studies?

Business Studies is linked to Economics, where topics overlap in some areas so they can therefore form a good course combination. Business Studies combines well with a range of social sciences, humanities and mathematics to lead to university subjects in such areas as business, economics, law and accountancy.

Although it is important to stress that Business Studies iGCSE is not essential for further study in Business Studies, or a career in business, it is an extremely useful foundation in the skills needed in the business world. Looking to the future, students can start a career armed with an excellent knowledge of how businesses operate. In particular they will have a head start in careers within accountancy, marketing and human resources.

# iGCSE Computer Science

Examination Board and Specification Code:  
Cambridge (CAIE) 0984



<https://www.cambridgeinternational.org/Images/557042-2022-syllabus.pdf>

## Course Description

Through studying Computer Science, learners are enabled to develop an interest in computing and gain confidence in computational thinking, that is, thinking about what can be computed and how. Learners will also learn how to program – the means through which computational thinking is expressed. The language this centre has chosen is Python.

Course aims:

- Develop computational thinking
- Develop an understanding of the main principles of solving problems by using computers
- Develop understanding that every computer system is made up of sub-systems, which in turn consists of further sub-systems
- Develop an understanding of the component parts of computer systems and how they interrelate
- Acquire the skills necessary to apply this understanding to develop computer-based solutions to problems using a high-level programming language

## Exams/Assessments

### Exams

Unit	Weighting	Assessment	Content
Paper 1: Theoretical concepts	60%	Externally assessed Written paper 1h 45min	Data representation including: Binary / hexadecimal systems Data storage Communication and Internet technologies including: Serial and parallel transmission Internet principles of operation Hardware and software including: Logic gates Input / Sensors / Output devices Security including: Ethics
Paper 2: Practical programming	40%	Externally assessed Written paper 1h 45min 20/50 marks based on pre-release material	Algorithm design and problem-solving Programming Databases

### Assessment

Termly assessment will take place. At the end of the course, learners will be awarded a grade from 9 - 1.

### Entry Requirements

Students require a Mathematics current anticipated grade of at least a 6 to make this selection.

# GCSE Dance

## Examination Board and Specification Code: AQA 8236



<http://www.aqa.org.uk/subjects/dance/gcse/dance-8236>

## Course Description

GCSE Dance is a practical course designed for students who have some dance experience. It is an ideal course to study if you are enthusiastic about dance and want to learn or develop new skills.

Dance is an empowering and powerful form of non-verbal communication which enables the development of creative, imaginative, physical, emotional and intellectual capacities. Dance is both physical and expressive – this is what makes it similar to and different from other art forms and physical activities.

The GCSE course is split into 2 components which explore both theory and practice allowing students to develop physical and performance skills alongside critical thinking and appreciation. The units are examined through a written paper and performance moderation.

Dance makes a significant contribution to the annual school dance show and GCSE Dance students are encouraged to take part in this as well as enrichment and dance performances. Key Stage 4 Dance students can also access extra classes through the UDO Academy as well as opportunities to work with external choreographers through the planned GCSE Dance workshop programme.

These do come at an extra cost and are built into the partnership we have with Arts Pool UK, GCSE Dance.

## Exams/Assessments

### Component 1: Performance and Choreography

Component	Weighting	Assessment	Content
1 Performance	30% 40 Marks	Internally marked Externally Assessed	A1) Students learn how to perform as a solo dancer and must replicate two of the set phrases set of by the exam board A2) Students also must learn how to perform a part of a duet/trio – students will use two of the remainder set phrases to develop and generate dance content for their choreography
1 Choreography	30% 40 Marks	Internally marked Externally Assessed	Students learn how to respond creatively to an externally set stimulus, this can be any style of dance This can be done as a solo or group

### Component 2: Dance Appreciation

Unit	Weighting	Assessment	Content
2	40% 80 marks	Written Exam	<p>Students are assessed on:</p> <ul style="list-style-type: none"> <li>Knowledge and understanding of choreographic processes and performing skills</li> <li>Critical appreciation of own work</li> <li>Critical appreciation of professional works</li> </ul> <p>The questions are based on students own performance and choreography as well as the GCSE dance anthology that they study in their theory lessons</p>

# GCSE Design and Technology: Graphic Design

Examination Board and  
Specification Code: AQA 8552



<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

**PLEASE NOTE:** This course runs at the same time as Resistant Materials and Textiles. Students cannot opt to take Graphic Design with these subjects as the coursework and examination are the same.

## Course Description

This exam specification has been designed to encourage candidates to be able to design and make products with creativity and originality, using a range of paper based materials and techniques. Candidates will be enthused and challenged by the range of practical activities possible when taking the course. A working knowledge of paper, modelling and design programmes such as Photoshop are preferred. The use of new technologies alongside computer aided design and computer aided manufacture is encouraged in this specification.

Candidates will acquire an incredibly broad skill base: sketching, technical drawing, 3D modelling and ICT skills are developed, as well as those practical skills that are needed to make final working products. The wide variety of knowledge and skills taught allow Graphic Products to be a creative yet challenging subject to study.

## Exams/Assessments

There are 2 units of assessment: Unit 1 will be assessed at the end of the second year and Unit 2 will start at the end of the first year and continue through to the second year.

## Exam

Unit	Weighting	Assessment	Content
Paper 1	50%	Written exam: 2 hours  100 marks	<p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. ( including wood, plastic, metal, textiles)</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions including a 12 mark design question</p>

## Controlled Assessment

Students undertake a substantial design and make task from the end of Year 10, through Year 11. This will follow the assessment criterion:

- Investigating
- Designing
- Making
- Analysing and Evaluating

Unit	Weighting	Assessment	Content
Course work	50%  100 marks	Controlled assessment Approximately 30 – 35 hours	<p>Practical application of:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>

The exam board release the coursework subjects in June (Year 10) Previous titles have been; A high profile sporting event, healthy lifestyles, products to support developing countries. **This will be manufactured using paper/board.**

# GCSE Design and Technology: Resistant Materials



## Examination Board and Specification Code: AQA 8552

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

**PLEASE NOTE:** This course runs at the same time as Graphic Design and Textiles. Students cannot opt to take Resistant Materials with these subjects as the coursework and examination are the same.

### Course Description

Candidates will acquire an incredibly broad skill base: sketching, technical drawing, 3D modelling and ICT skills are developed as well as those practical skills that are needed to make final working products. The wide variety of knowledge and skills taught allow Resistant Materials to be one of the most fun and engaging subjects students can study.

Candidates undertake a single design-and-make activity which is selected from a range of board-set tasks. Candidates submit a 3-dimensional outcome and a concise design folder and/or appropriate ICT evidence. The design folder is presented as an e-portfolio and involves researching, designing and manufacturing the product. Current Year 10 students are working on a lighting product which

### Exams/Assessments

There are 2 units of assessment. Unit 1 will be assessed at the end of the end of the second year. Unit 2 will start at the end of the first year and continue through to the second year.

## Exam

Unit	Weighting	Assessment	Content
Paper 1	50%	Written exam: 2 hours  100 marks	<p>Section A: Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B: Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C: Designing and making principles (50 marks) A mixture of short answer and extended questions including a 12 mark design question</p>

## Controlled Assessment

Students undertake a substantial design and make task from the end of Year 10, through Year 11. This will follow the Assessment criterion:

- Investigating
- Designing
- Making
- Analysing and Evaluating

Unit	Weighting	Assessment	Content
Course work	50%  100 marks	Controlled assessment Approximately 30 – 35 hours	<p>Practical application of:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>

The exam board release the coursework subjects in June (Year 10). Previous titles have been: 'A high profile sporting event', healthy lifestyles, products to support developing countries. **This will be manufactured using wood, plastic and metal.**

# GCSE Design and Technology: Textiles

Examination Board and  
Specification Code:

**AQA 8552**

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>



**PLEASE NOTE:** This course runs at the same time as Graphic Design and Resistant Materials. Students cannot opt to take Textiles with these subjects as the coursework and examination are the same.

## Course Description

This exam specification has been designed to encourage candidates to be able to design and make products with creativity and originality, using a range of textile based materials and manufacturing techniques. Candidates will be enthused and challenged by the range of practical activities possible when taking the course, and experiment with fabrics, finishing and sewing techniques, as well as smart and e-textiles.

Candidates undertake a single design-and-make activity which is selected from a range of board-set tasks set annually on 1 June by AQA. Candidates submit a practical (prototype) outcome and a concise design folder and/or appropriate ICT evidence. The design folder is presented as an e-portfolio and involves researching, designing, manufacturing, and evaluating of the final product. Examples of projects could be a product which addresses the needs of the elderly or children's learning and play.

This prototype will be manufactured using fabrics/textiles.

## Exams/Assessments

There are 2 units of assessment. Unit 1 will be assessed at the end of the first year. Unit 2 will start at the end of the first year and continue through to the second year.

### Exam

Unit	Weighting	Assessment	Content
Paper 1	50%	Written exam: 2 hours  100 marks	Section A: Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. This will include woods, metals, plastics, paper & board, textiles, and electronics. Section B: Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles. Section C: Designing and making principles (50 marks) A mixture of short answer and extended response questions including a 12 mark design question

### Controlled Assessment

Students undertake a substantial design and make task from the end of Year 10, through to Year 11. This will follow the Assessment criterion:

- Identifying and Investigating design possibilities, including a design brief
- Designing and Developing ideas (including modeling)
- Making
- Analysing and Evaluating

Unit	Weighting	Assessment	Content
Coursework	50% 100 marks	Approximately 30 – 35 hours	The exam board release the coursework subjects in June (Year 10) Previous titles have been; A high profile sporting event' Educational play, promotional product. This will be manufactured using fabrics/textiles

# GCSE Drama

## Examination Board and Specification Code:

### Pearson (Edexcel) 1DR0



[http://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/gcse\\_drama\\_spec\\_L1\\_L2.pdf](http://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/gcse_drama_spec_L1_L2.pdf)

## Why Drama?

GCSE Drama allows students to develop a range of competences that they will use throughout their lives. Whether they aspire to be an actor or not, this qualification gives students the chance to develop personal and communication skills, which are used in all professions and all walks of life.

Students will explore characters and scripts, as well as developing their creativity in their own devised performance. There is a strong emphasis on team work and collaboration and students will also develop their literacy and written skills, supporting subjects such as English or Psychology.

Academically, it is an ideal grounding for both IB Theatre and a range of other areas of study that could lead to careers in the Performing Arts, journalism, law, further education lecturing, directing, arts administration, media, and much more.

## Course Description

Students who opt for this course must be prepared to work in groups, perform in front of an audience and be able to respect the opinions of others.

Students will learn:

- How drama is created, including all the acting and staging skills that are needed to put a piece of drama on to the stage.
- How to create a character and play this character in a performance.
- Many social skills that are highly valued in any walk of life including teamwork and confidently presenting yourself in public.

Candidates should be:

- Confident and possess effective communication skills for working in groups, performing in role and taking direction.
- Able to read with insight, with the ability to interpret and explore how a text can come alive.
- Creative, imaginative and organised with an ability to reflect thoughtfully on their own work. They should be able to listen to each other and give objective feedback.
- Willing to express their feelings and explore their emotional response to sensitive issues.
- Willing to take risks in terms of the performance work they create.
- Punctual and have an excellent attendance record, which is crucial for group work.

## Exams/Assessments

### Controlled Assessment

Students will develop their creativity and devising skills as they work towards the only internally assessed unit of the GCSE. This consists of a portfolio and a performance to an audience, and tracks the whole process of devising from exploring a stimulus to staging a play.

Students will also evaluate and reflect upon their decisions and the process as a whole.

Unit	Weighting	Assessment	Content
<b>Unit 1 Devising</b>	40%	Internally assessed, externally moderated Portfolio (45 marks) Performance (15 marks)	Create and develop a devised piece from a stimulus. Performance of this devised piece or design realisation for this performance. Analyse and evaluate the devising process and performance Performer or designer routes available.

## Exam

Unit	Weighting	Assessment	Content
Unit 2: Performance From Text	20%	Externally assessed by a visiting examiner	<p>Students will either perform in and/or design for two key extracts from a performance text.</p> <p>One performance/design realisation covering both extracts (48 marks).</p> <p>Or two separate performances /design realisations covering both extracts (24 marks for each performance).</p> <p>Centre choice of performance text.</p> <p>Performer or designer routes available.</p>
Unit 3: Theatre Makers in Practice	40%	Externally assessed Written Examination 1hr 30 minutes	<p>Section A: Bringing Texts to Life (closed book) - This section consists of one question broken into six parts (short and extended responses) based on one extract from the chosen performance text. (45 marks)</p> <p>Section B: Live Theatre Evaluation (500 words of notes in exam) – This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. (15 marks)</p>

# IGCSE Economics

## Examination Board and Specification Code:

### Edexcel 4EC1



<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-economics-2017.html>

## Course Description

The main course topics Economics are in relation to:

- The Market System
- Business Economics
- Government and the Economy
- The Global Economy

The aims of the course are for students to be able to:

- Develop an understanding of economic concepts and apply these concepts to real-life situations.
- 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.

## Exams/Assessments

### Exam

This course is assessed through two written papers, 1 hour 30 minutes per paper. Both papers challenge students to apply their knowledge and understanding across various economic scenarios. The course encourages students to engage in wider economic reading through analysing articles and discussing how various economic agents are affected through their different decision making.

Paper 1 focuses on microeconomics and business economics. Paper 2 focuses on macroeconomics and the global economy.

The examination paper consists of four compulsory questions, each worth 20 marks. The questions are a mixture of structured, data response, short-answer, multiple choice and open-ended questions. Each question will be based on a particular theme which will relate to one of the four sections of the subject content. However, due to the nature of economics, there may be some overlap between the questions. There is no controlled assessment or coursework.

## Why Economics?

Never before has there been a more relevant time to study Economics. Economics is all around us and in everything we do. Economics is about choice and the impact of our choices on each other.

It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms. The economic way of thinking can help us make better choices.

Further study of Economics could lead you, but is not limited to, careers in Government, Business, Banking and Financial Services and Insurance.

**Entry requirements:** Students require a Mathematics & English current anticipated grade of at least a 5 to make this selection.

# GCSE Food Preparation and Nutrition

Examination Board and Specification Code:

**AQA 8585 (Subject to change)**



<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

## Course Description

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

On completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

## Exams/Assessments

There are 2 units of assessment. Unit 1 will be assessed at the end of the end of the second year. Unit 2 will start at the end of the first year and continue through to the second year.

### Exams

Unit	Weighting	Assessment	Content
<b>Paper 1: Written exam: 1 hour 45 minutes 100 marks</b>	50%	1 hour 45 minutes • 100 marks	Theoretical knowledge of food preparation and nutrition from Sections 1 to 5. Multiple choice questions (20 marks) Five questions, each with a number of sub questions (80 marks)

### Controlled Assessment

**Task 1: Food investigation (30 marks):** Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this coursework task.

**Task 2: Food preparation assessment (70 marks):** Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

Unit	Weighting	Assessment	Content
Course work	50%	45 hours 90 marks	Task 1: Written or electronic report (1,500 – 2,000 words) including photographic evidence of the practical investigation. Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included

*Please note that students will be required to bring their own ingredients for this course.*

# iGCSE Geography

## Examination Board and Specification Code: Cambridge 0460



<https://www.cambridgeinternational.org/Images/414139-2020-2022-syllabus.pdf>

### Course Description

At Key Stage 3, students have already developed a range of relevant skills and knowledge that the GCSE course builds upon. The course introduces students to new skills, places, ideas and management issues.

Students are taught to apply their skills and knowledge to real world situations. This allows them to understand how people's decisions shape the world we live in.

Geography is a subject that requires a certain level of general knowledge, an ability to use common sense and to think logically when answering questions.

### Exams/Assessments

#### Exams

Paper	Weighting	Assessment	Content
Paper 1: Geographical Themes	45% 75 marks	Written paper 1 hour 45 minutes	Theme 1: Population and settlement Theme 2: The natural environment Theme 3: Economic development
Paper 2: Geographical Skills	27.5% 60 marks	Written paper 1 hour 30 minutes	The paper is based on testing the interpretation and analysis of geographical information, decision making and the application of graphical and other techniques.

## Exams

Paper	Weighting	Assessment	Content
Paper 3: Alternative to Field Work	27.5% 60 marks	Written paper 1 hour 30 minutes	The paper gives students field work and asks them to show an appreciation of a range of techniques used in fieldwork studies.

## Why Geography?

In order to answer this difficult question, students must ask themselves what they enjoy about the study of Geography.

Do I want to:

- learn more about the world I live in?
- develop skills that will help me in other areas, such as ICT and research?
- do some of my work away from the classroom?
- work in a team with other students?
- learn through investigating and doing, not listening and reading?

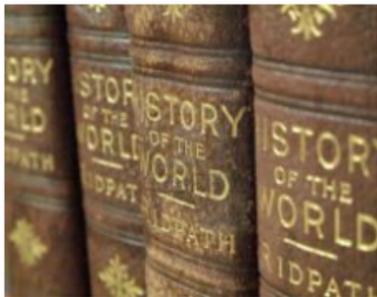
The world is always changing and Geography gives you the chance to learn about these changes. It is well known as a subject that links to all other subjects in the curriculum, so an iGCSE in Geography is a stepping stone to a whole range of future opportunities

Employment opportunities where the skills students have developed will be of particular value are in Journalism, Media, Engineering, ICT, Travel and Tourism, Environmental Management, Geology, Marketing, Business Management and Teaching. Geographers are everywhere!

# GCSE History

## Examination Board and Specification Code:

### Edexcel GCSE History 1HI0



<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

## Course Description

Key Stage 4 History helps students to develop and extend their knowledge and understanding of the wide diversity of human experience through the study of specified key events, people and societies. Students will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.

They will develop the ability to ask relevant questions about the past in order to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.

Studying History enables young people to understand the world they live in as events in the past can help to explain the problems and opportunities that exist in the world today.

GCSE is a continuation of work covered in Key Stage 3. Some topics will be familiar to students, but will be revised, extended and covered in more depth

## Exams/Assessments

### Exams

Paper	Weighting	Assessment	Content
Paper 1: Thematic study and historic environment (1HI0/10-12)	30% 52 marks (36 for the thematic study, 16 for the historic environment)	Written paper 1 hour 15 minutes	Thematic Study: Medicine in Britain, c1250-present  Historic environment: The British sector of the Western Front, 1914-18: injuries, treatment and the trenches
Paper 2: Period study and British depth study (1HI0/20-29)	40% 64 marks (32 for the period study and 32 for the British depth study)	Written paper 1 hour 45 minutes	British depth study: Early Elizabethan England, 1558-88  Period study: Superpower relations and the Cold War, 1941-91
Paper 3: Modern depth study	30% 52 marks	Written paper 1 hour 20 minutes	Modern depth study: Weimar and Nazi Germany, 1918-39

### Why History?

History is useful for a variety of careers and is especially recommended for students aiming for careers in Law, Archive and Information Management, Human Resources Management and Journalism.

It is a widely respected and highly academic qualification that can help students gain access to a wide variety of Post 16 courses and professional careers.

# iGCSE ICT

## Examination Board and Specification Code:

### Edexcel ICT 4IT1



<https://qualifications.pearson.com/en/qualifications/gcse-and-edexcel-certificates/international-gcse-information-and-communication-technology-2017.html>

## Course Description

Students will explore how digital technology impacts the lives of individuals, organisations and society.

They will learn about the current and emerging technologies and the issues raised by their use in a range of contexts by individuals and organisations. Students will also develop an awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice, as well as broaden their ICT skills and capability.

The more practical unit will see them learning to use a range of digital tools and techniques to produce effective ICT solutions in a range of contexts.

## Exams/Assessments

Students will be awarded a grade from 9 to 1, with 9 being the highest and equivalent to a solid A\*.

Students will use a range of materials throughout the course, mainly accessible through Microsoft Teams and textbook.

Paper	Weighting	Assessment	Content
<p>Paper 1: Written paper</p>	<p>50%</p>	<p>Externally assessed Written exam 1 hour 30min (marks out of 100)</p>	<p>Topic 1: Digital devices – the range available, developments in features and functionality, the principles of the devices</p> <p>Topic 2: Connectivity – ways to exchange data and communicate using digital communications, importance of ‘access everywhere’ developments</p> <p>Topic 3: Operating online – how individuals operate safely online and protect themselves from risks</p> <p>Topic 4: Online goods and services – how standalone and local area networks are used, the increasing use of online systems</p>
<p>Paper 2: Practical paper</p>	<p>50%</p>	<p>Externally assessed Practical exam 3 hours (marks out of 100)</p>	<p>Topic 5: Applying Information and Communication Technology – be able to use a range of software applications effectively and appropriately</p> <p>Topic 6: Software Skills – demonstrate skills in using various applications such as word processing, database management, spreadsheets, web authoring, presentation, graphics and file management</p>

# GCSE Media Studies

## Examination Board and Specification Code: AQA Media Studies 8572



<https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572/assessment-resources>

### Course Description

GCSE Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework: media language, media representation, media industries and media audiences.

Students are required to study media products from all of the following media forms:

Television	Film	Radio
Newspapers	Magazines	Music Video
Online, Social and Participatory Media	Video Games	Advertising and Marketing

In addition to the broad coverage of all nine media forms, students must engage in the in depth study of Close Study Products (CSPs).

The CSPs, chosen by the examination board, are reviewed annually. and address the requirement that students engage with products which:

- Possess cultural, social and historical significance in terms of critical acclaim and/or audience popularity
- Reflect and illuminate the theoretical framework for the study of media
- Demonstrate contrasts in terms of perceived quality, form and structure

- Provide rich and challenging opportunities for interpretation and analysis, enabling students to develop a detailed understanding of how the media communicate meanings
- Are from different historical periods
- Are intended for different audiences
- Demonstrate emerging, future developments of the media
- Are not necessarily the type of products which students would normally engage

## Why Media Studies?

- Aids communication, developing an ability to express ideas in different forms and different media
- Encourages creativity and inquiry
- Increases personal confidence and practical skills in handling media technology
- Develops skills useful in a wide variety of non-media careers
- Enables students to see behind the screen and read between the lines

## Exams/Assessments

### Exams

Unit	Weighting	Assessment	Content
Media One	35%	Exam 1 hour 30 mins	<p>Section A will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms: advertising and marketing, newspapers, online, social and participatory media and video games.</p> <p>Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms: radio, music video, newspapers, online, social and participatory media and video games, film (industries only)</p> <p>A range of questions relating to an unseen source and Close Study Products. An extended response question (20 marks)</p>

Unit	Weighting	Assessment	Content
Media Two	35%	Exam 1 hour 30 minutes	<p>Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.</p> <p>Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.</p> <p>Short, medium and extended response questions assessing depth of knowledge and understanding of the course.</p>

## Non-Exam Assessment (NEA): Creating a Media Product

Unit	Weighting	Assessment	Content
NEA	30%	Individual Media Production	<p>Application of knowledge and understanding of the theoretical framework.</p> <p>Ability to create media products.</p> <p>A choice of one of five annually changing briefs, set by AQA.</p> <p>Students produce: a statement of intent and a media product for an intended audience.</p>

# GCSE Modern Foreign Languages



Examination Board and Specification Codes:

**French AQA 8658, German AQA 8668, Italian AQA 8633, Spanish AQA 8698**

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

<https://www.aqa.org.uk/subjects/languages/gcse/italian-8633>

<https://www.aqa.org.uk/subjects/languages/gcse/german-8668>

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

Students will choose at least one Modern Language at GCSE Level. French is one of the options as well as Spanish or Arabic B. There might also be the possibility to study German or Italian depending on uptake.

## Course Description

Students will have the opportunity to develop their language skills in a variety of contexts. They will work through three core themes and extend their skills in the four core skills of listening, speaking, reading and writing:

- **Identity and Culture:** includes family and relationships, technology in everyday life, free time, customs and cultures in language-speaking countries)
- **Local, national, international and global areas of interest:** includes home and region, social issues such as healthy lifestyles, global issues, travel and tourism
- **Current and future studies and employment:** includes school and current studies, Post-16 education, jobs and career aspirations

GCSE is a continuation of work covered in at Key Stage 3. Some topics will be familiar to students, but will be revised, extended and covered in more depth.

As they progress linguistically, students will be expected to:

- Cope with a greater degree of unpredictability
- Deal with a widening range of potential problems
- Understand and use more accurately a widening range of vocabulary and structures, including some unfamiliar language
- Understand issues and opinion; discuss issues and give opinions
- Give full descriptions and accounts
- Communicate effectively in the studied language, narrate events, take part in role plays and discuss experiences

## Exams/Assessments

The GCSE course will prepare students to continue their studies in the IB Diploma at Standard or Higher level.

GCSE French/ German/ Italian and Spanish are linear courses meaning all exams are taken at the end of two years of study; they are all externally assessed. The four skills of Listening, Speaking, Reading and Writing are assessed.

There are two tiers of assessment: Foundation (grades 1-5) and Higher (grades 4-9). Students must be entered for the same tier across each skill area. Each area is worth 25% of the student's final grade.

Unit	Weighting	Assessment		Content
Unit 1 Listening	25%	Foundation Tier 40 marks, 35 minutes	Higher Tier 50 marks, 45 minutes	Students are required to respond to different types of spoken language. There are two sections: Section A: questions and responses in English/non-verbally Section B: questions and responses in the target language/non-verbally
Unit 2 Speaking	25%	Foundation Tier 60 marks 7-9 minutes	Higher Tier 60 marks 10-12 minutes	Students are required to take part in a role play, a discussion of a picture stimulus, and general conversation. Stimulus materials are tiered for Higher and Foundation.

Unit	Weighting	Assessment		Content
Unit 3 Reading	25%	Foundation Tier 60 marks 45 minutes	Higher Tier 60 marks 1 hour	<p>Students are assessed on their ability to understand and respond to different types of written language.</p> <p>There are three sections:            Section A: questions and responses in English/non-verbally            Section B: questions and responses in the target language/non-verbally            Section C: translation from the target language to English (minimum 35 words Foundation, 50 words Higher)</p>
Unit 4 Writing	25%	Foundation Tier 50 marks 1 hour	Higher Tier 60 marks 1 hour 15 mins	<p>Students are assessed on their ability to communicate effectively in writing for a variety of purposes.</p> <p>Foundation:</p> <ol style="list-style-type: none"> <li>1) Write a message in response to a photo,</li> <li>2) Write a short text in response to four bullet points</li> <li>3) Translation exercise from English to the target language</li> <li>4) Structured writing task</li> </ol> <p>Higher:</p> <ol style="list-style-type: none"> <li>1) Structured writing task</li> <li>2) Open-ended writing task</li> <li>3) Translation exercise from English to the target language</li> </ol>

## What are the benefits of GCSE Modern Foreign Languages?

### Top reasons to enjoy studying a language:

1. In your chosen career you may need linguistic skills to communicate with fellow professionals in other countries e.g. management of worldwide food resources; understanding other countries agricultural or environmental policies.
2. Language skills are in demand for a wide variety of careers such as journalism, marketing and tourism, as well as specialist fields such as translation and interpreting.
3. Any career in the leisure and tourist industries exist for well-qualified people with foreign language skills.
4. Questions about language skills are common at a job interview and may even be used as a tie breaker in a final shortlist.
5. Increasingly, the world's population finds itself working in a multilingual or multicultural environment.
6. Enhance your other studies and skills so that you can take them abroad...think of all the celebrities you know who speak different languages.
7. You will become aware of other countries cultural aspects as well as advancing written, aural and oral skills in their language. This will develop useful transferable skills such as communication and interpersonal skills.
8. Many international employers will not consider employing a graduate if they have not had experience of living and working outside their native land.
9. 75% of the World's population don't speak any English at all...You may want to communicate with them so, do yourself a favour and don't cut yourself off from 75% of the globe....Learn another language!

# GCSE Music

## Examination Board and Specification Code:

### Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>



## Course Description

### Performing

Students will record one solo and one ensemble performance on their instrument/voice at the end of the two year course. It is advised that students are able to read music notation and have a secure ability on their instrument or voice.

All students should have had prior instrumental tuition and it is imperative that this tuition continues throughout the duration of the course in order to ensure students' performance coursework is of preferably of ABRSM grade 4 standard or above.

### Composition

Students will compose two pieces of their own music. One composition will be derived from a given brief and the other will be of a style chosen by the student and one will be of their own choice of style. Students will have access to brand new, state-of-the-art music technology software and a recording studio to complete this part of the course.

### Listening Exam

Students study eight set pieces of music from the following areas; Instrumental Music, Vocal Music, Music for Stage and Screen and Fusions:

Students are exposed to a wide range of styles and other pieces of music during this course. The final course examination will test students on their knowledge of the eight set work pieces, as well as their aural and theory skills and their responses to unheard listening extracts.

## Exams/Assessments

Unit	Weighting	Assessment	Content
Unit 1 Performing music	30%	Externally assessed	Students must complete one solo performance and one ensemble performance of Grade 4 standard or above
Unit 2 Composing music	30%	Externally assessed	Two compositions, one of your choice and one of a given brief
Unit 3 Appraising	40%	Written paper 1 hour 45 minutes	<p>The paper will be in two sections:</p> <p>Section A: Areas of study, dictation, and unfamiliar pieces Six questions related to six of the eight set works One short melody/rhythm completion exercise One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language</p> <p>Section B: Extended response comparison between a set work and one unfamiliar piece One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.</p>

# Music Technology

## BTEC International Level 2 Music



<https://qualifications.pearson.com/en/qualifications/btec-firsts/international-music-2014.html#Music-Technology>

### Course Description

Music Technology is an exciting qualification which will allow students to explore the technology, production and recording side of music. Students learn about subjects within Music Technology such as sound synthesis, audio engineering and acoustics. This also gives students a useful insight into production skills, creating music and how to use the recording studio. Students will work at their own music workstation (Apple iMac) developing production skills and creating music and use the recording studio.

This course is aimed at those interested in any aspect of music technology, composing, mixing, recording, production and using a digital audio workstation. This is suited to students who are motivated and challenged by hands-on experiences and through content which is concrete and related directly to those experiences. Students are not required to play an instruments to achieve well in this subject and so it is open to a wide range of students who are interested in this side of music.

Music Technology helps develop a student's initiative and practical skills in independent creative problem solving in the use of music technology. It also develops a wide range of transferable skills such as critical thinking, team working, collaboration, leadership and communication and time management.

Pupils will also study the Music industry and the different roles available within a thriving industry. They will analyse trends and where they can find their place in the future.

### Key Features:

- **Using a digital workstation:** This includes Audio/MIDI software. Develops skills for working in the industry.
- **Creating Music using a digital workstation:** Any style of music student is interested in such as Dance, Rock, Pop, Hip Hop, Electronica etc.
- **Studio Recording:** Practically learn how to set up for a band/group recording. If student is a musician, they can learn to set up and record themselves or others.
- **Creation:** Learn how to create music for students chosen interest such as composing for a video game, TV advert, film clip, radio, theatre, animations.

## Exams/Assessments

All units are internally assessed and externally moderated.

Unit	Content
Unit 1: Working in the Music Industry	The aim of this unit is to give learners a broad knowledge of employment opportunities in the music industry and the jobs undertaken by those who work in it.
Unit 2: Professional Development in the Music Industry	The aim of this unit is to enable learners to explore a range of career opportunities with a view to their own professional development within the music industry.
Unit 7: Exploring Computer System Used by Musicians	The aim of this unit is to develop learners' knowledge of the specification and operation of computer systems designed specifically for the creation of music. Learners will also operate music computer systems whilst creating pieces of music, which will include their own original compositions; health and safety will form an integral part of the process.
Unit 9: Producing a Music Recording.	The aim of this unit is to develop learners' knowledge of the functions of audio recording equipment likely to be found in a recording studio, and for them to discover how this equipment is used to create a finished music recording by preparing and applying a range of techniques.

# GCSE Physical Education

## Examination Board and Specification Code:

### Edexcel 1PE0



<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

## Course Description

It is important that students understand why people get involved in physical activity, and recognise the long-term health benefits of a sustained active lifestyle, including key influences that impact on people's involvement in physical activity.

Students will understand the relationship between exercise, diet, work and rest, and how, together, they contribute to a balanced healthy lifestyle. Students will gain knowledge of the impact of a healthy, active lifestyle on their cardiovascular, respiratory, muscular and skeletal systems and general wellbeing.

### Students will learn to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport, and use this knowledge and understanding to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques; and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution that physical activity and sport make to health, fitness and well-being.
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

**Candidates should:**

- Demonstrate a **genuine** interest in sport and regularly take part in both a team and individual sport
- Be interested in fitness training and how this improves sports performance
- Be organised and adaptable
- Have an interest in careers in the sports industry for example: Physiotherapy, Sports Journalism, Coaching, Teaching, or Leisure Management

## Exams/Assessments

### Exams

Component	Weighting	Assessment	Content
Fitness and Body Systems (1PEO/01)	36% 90 marks	Written exam 1 hour 45 mins	This exam includes multiple-choice, short-answer, and longer-answer questions. Questions will be based on applied anatomy and physiology, movement analysis, physical training and use of data.
Health and Performance (1PEO/02)	24% 70 marks	Written exam 1 hour 15 mins	This exam includes multiple-choice, short-answer, and longer-answer questions. Questions based on health fitness and well being, sports psychology, socio-cultural influences and use of data.

## Non-Examined Assessment

Unit	Weighting	Assessment	Content
Practical Performance (1PE0/03)	30% 105 marks	Practical Moderation	Students need to demonstrate skills during a game in three activities. One must be an individual activity, one a team activity, the third activity is optional. See specification for the list of activities.
Personal Exercise Programme	10% 20 Marks	Written coursework	Students need to plan, carry out, monitor and evaluate their personal exercise.

# GCSE Psychology

## Examination Board and Specification Code:

### AQA 8182



<http://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182>

## Course Description

GCSE Psychology encourages learners to be inspired and moved by following a broad, satisfying and worthwhile course of study and to gain an insight into related sectors, such as science. GCSE Psychology encourages learners to develop a personal interest in, and enthusiasm for, psychology and prepares them to make informed decisions about further learning opportunities and career choices. The specification encourages candidates to engage in the process of psychological enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Students will develop an awareness of why psychology matters, acquire knowledge and understanding of how psychology works and its essential role in society.

### Candidates should:

- Be interested in people
- Be able to meet deadlines
- Have an ability to work independently and collaboratively
- Have effective verbal and written communication
- Have an ability to take theories and apply them to real life scenarios
- Be interested in careers in for example: Health, Education, Sport, Clinical, Counselling or Sport Psychology.

## Exams/Assessments

### Exams

Paper	Weighting	Assessment	Content
<b>Cognition and behaviour (Paper 1)</b>	100 marks 50% of GCSE	Written exam 1 hour 45 minutes	<ol style="list-style-type: none"> <li>1. Memory</li> <li>2. Perception</li> <li>3. Development</li> <li>4. Research methods</li> </ol>
<b>Social context and behaviour (Paper 2)</b>	100 marks 50% of GCSE	Written exam 1 hour 45 minutes	<ol style="list-style-type: none"> <li>1. Social influence</li> <li>2. Language and communication</li> <li>3. Brain and neuropsychology</li> <li>4. Psychological problems</li> </ol>

### Controlled Assessment

There is no controlled assessment element to this course.

### Entry Requirements

Students require a Mathematics and English current anticipated grade of at least a 5 to make this selection.

# Travel & Tourism BTEC

## Examination Board and

## Specification Codes: Pearson BTEC International Level 2 Certificate, Extended Certificate and Diploma in Travel and Tourism



Course link:

<https://qualifications.pearson.com/content/demo/en/qualifications/btec-firsts/international-travel-and-tourism-2015.html>

## Course Description

BTEC Travel and Tourism is designed to provide a degree of vocational education appropriate to the needs of those students seeking employment in the Travel and Tourism industry, likewise it is a good course for people who wish to seek careers in business and management owing to the practical skills gained during the course. It will also fully equip you for further study in this area, should you wish to continue to study to a higher level.

Over the course you will study the following units:

- The Travel and Tourism Sector
- Understanding customer service in Travel and Tourism
- Understanding the nature and effects of world travel
- Worldwide holiday destinations
- Exploring Airports and Airlines

These units in the course provide a good knowledge of the industry, sector specific skills to our local area, and to provide you with exciting topics and experiences.

A BTEC is the equivalent of a GCSE. The end of the course is graded overall Pass, Merit, Distinction or Distinction\*.

### Why study Travel and Tourism?

- Be part of one of the world's biggest, most exciting and growing industries.
- Thousands of job opportunities, from Air Cabin Crew and Resort Representative to Hotel Manager and Destination Marketing Manager.
- The Travel and Tourism course links to all other areas of business – from Marketing to Customer Service, so whatever industry you become part of, you will learn important skills through this course.
- And finally ... because YOU have an interest in either travel, the world, holidays, marketing, destinations or the whole industry!

## Exams/Assessments

There is currently no external examination for Travel and Tourism, it is 100% coursework. You will complete assignments in class, and these will be internally assessed



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