



GEMS WELLINGTON ACADEMY SILICON OASIS



GCSE
OPTIONS
2021

Contents

3. Welcome Letter
4. GCSE / iGCSE Key Information
5. Introduction to the Key Stage 4 Curriculum
7. Advice for Students
9. GCSE iGCSE Exam Fees & Payment
10. English Language
12. English Literature
14. Mathematics
16. Statistics
18. Further Pure Mathematics
21. Science
26. Arabic A
28. Arabic B
32. Islamic Studies
33. Art & Design
35. Business Studies
37. Computer Science
39. Dance
41. Graphic Design
43. Resistant Materials
45. Textiles
47. Drama
50. Economics
52. Food Preparation & Nutrition
54. Geography
56. History
58. ICT
60. Media Studies
63. Modern Foreign Languages
67. Music
69. Music Technology
71. Physical Education
74. Psychology

Dear Parents and Carers,

At WSO, our students reach one of their first truly important educational milestones a year earlier than in many other schools as we invite our students to make their GCSE option choices at the end of Year Eight.

The reasons we do this are twofold: Firstly, it affords our students an opportunity to develop key skills in options subjects before, in Year Ten, beginning to study exam-based content. Secondly, it offers chance to, in certain circumstances change options during Year Nine.

I invite you to talk with your child about the contents of this options booklet. Please ask them to speak with their teachers about GCSEs in order to make carefully considered options choices. Whilst Year Nine does offer an opportunity to change these option choices, changes will only be made at scheduled times in the calendar. *No changes will be made in term one*, so it is vitally important that your child makes well informed decisions this term.

We want parents to be fully involved in this process so please do feel free to email Heads of Department or I with any questions you may have. As part of the process, throughout February and March, you will be given this booklet, invited to Academic Review Day, and shown a variety of promotional videos for our GCSE subject options. We will be inviting students to make their choices during the week of April 11th. Prior to making their choices, students may be given a meeting with senior teaching staff in order to further solidify their selections. I am confident that this timeline will allow for all students to make successful and well thought options choices.

I hope that this process affords you and your child ample opportunity to make choices which will form the foundation of your child's next steps in education.



Mr. Matthew James
Assistant Principal

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 – non-assessed), 10 and 11)
- Exams will be undertaken at the end of the course
- Some 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 that 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 4 optional subjects.

It is important to note that if a student holds an Arabic passport, they will be required to study Arabic A.

Compulsory Subjects

All students study the following subjects:

- GCSE English Language and English Literature (two GCSEs)
- GCSE Mathematics
- GCSE Science
- Physical Education (PE)
- Social and Moral Studies
- Islamic Studies
- Arabic



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 learn to form reasoned decisions as members of a culturally diverse society in an interdependent world, recognise cross-curricular connections and interpret human actions in preparation for the working world and lifelong learning.

We have a policy at WSO where all our students study, where applicable, a modern foreign language. Occasionally, however, this may not be the best option and, in these instances, we will speak to you and your child about studying BTEC Travel and Tourism.

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 workplace regardless of what career they choose to pursue or their economic status.

Muslim students attend Islamic Studies lessons whereas non-Muslim students will attend Study Skills sessions.

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 block.

Students are asked to identify these reserve choices in the unlikely 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 IB 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.

Finally, I would advise 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 two 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 2024. 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.

Further Reading Links

Further information is available in the Careers section of the Academy Library.

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

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:

Cambridge

International GCSE 0990



<https://www.cambridgeinternational.org/Images/414546-2020-2022-syllabus.pdf>

Course Description

Cambridge IGCSE (9–1) First Language English offers students the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Students will use these texts to inform and inspire their own writing, and produce a range of text types for different purposes and audiences. Students are encouraged to become appreciative and critical readers, writers, speakers and listeners; the English iGCSE enables learners to develop the ability to communicate clearly, accurately and effectively. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed..

The iGCSE explores the ways in which writers of non-fiction utilise language, structure and the different forms of writing in order to create specific effects and engage particular readers. Cambridge iGCSE English also develops broader analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Exams/Assessments

Throughout the course students will prepare for one written examination paper and will prepare three short writing-based coursework assignments.

Exams

Students will sit one examination which is worth 50% 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	50% 80 marks	Written exam 2 hours	Candidates answer a series of compulsory questions on three texts which may be on a similar topic. These will include comprehension, summary, language analysis and whole-text synthesis questions.

Coursework Portfolio

Coursework is taught and completed in class, with additional opportunities to redraft work and improve in response to feedback.

Unit	Weighting	Assessment	Content
Course work portfolio	50% 80 marks	Portfolio of three written tasks	<p>Candidates submit a portfolio of three assignments, each of about 500–800 words.</p> <p>Assignment 1: writing to discuss, argue and/or persuade in response to a text or texts</p> <p>Assignment 2: writing to describe</p> <p>Assignment 3: writing to narrate.</p>

English Literature

Examination Board and
Specification Code:
Pearson Edexcel
International GCSE 4ET1

[http://www.cie.org.uk/programmes-and-qualifications/literature-0486/](http://www.cie.org.uk/programmes-and-qualifications/programmes-and-qualifications/programmes-and-qualifications/programmes-and-qualifications/literature-0486/)

12



Course Description

The English Literature iGCSE offers learners the opportunity to read, interpret, evaluate, and respond to a range of literature in English. The set texts studied include modern drama, a modern novel, Shakespearean drama and range of poetry. Students will identify and explore how writers use language, form and structure to convey their viewpoint and will develop their skills of analysis, comparison and evaluation.

This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning, whilst linking works of literature to the social and historical contexts in which they were written, thus gaining a deeper understanding of the world and varied social issues as explored through different writers' perspectives.

Exams/Assessments

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

Exams

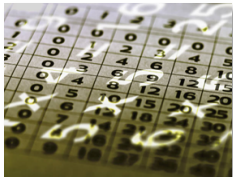
Unit	Weighting	Assessment	Content
Component 1 Poetry and Modern Prose	60% 60 marks	Written examination 2 hours	<p>Section A: Unseen Poetry: one response to an unseen poem.</p> <p>Section B: Anthology Poetry: one essay question from a choice of two, comparing two poems from a studied anthology</p> <p>Section C: Modern Prose: One essay question from a choice of two, exploring a character or theme in a studied novel</p>

Coursework

Unit	Weighting	Assessment	Content
Component 5	40% 60 marks	Two coursework essays	Candidates submit a portfolio of two assignments based on studied text. One will explore a theme or character in a modern play, the second will link the presentation of key ideas to the historical context of a Shakespeare play.

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

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.

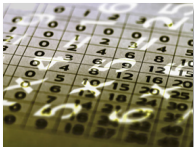
Students are expected to be fully equipped with the correct mathematical tools and a scientific calculator.

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)



Entry Requirements

The Further Mathematics option is a three year course for learners who are expected to achieve a grade 8 or 9 in their traditional GCSE Mathematics course. Entry onto the course will require approval from the head of mathematics.

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 (Year 9), and in the next two years Additional Mathematics (Year 10&11). Both these will be studied alongside the normal GCSE Mathematics course and learners will receive a full GCSE for each qualification. Both courses are explained below:

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. The course explores statistical analysis in greater detail than the standard GCSE course. It requires a good command of the English language as the statistics language can be challenging in tackling worded examination questions.

Exams/Assessments - Statistics

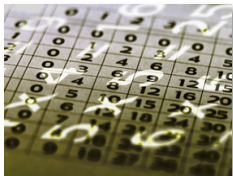
Unit	Weighting	Assessment
Paper 1 – Calculator	50% (80 marks)	Written exam - 1 hour 30 minutes
Paper 2 – Calculator	50% (80 marks)	Written exam - 1 hour 30 minutes

	% in GCSE
AO1: Demonstrate knowledge and understanding, using appropriate terminology and notation, of standard statistical techniques used to: <ul style="list-style-type: none"> collect and represent information calculate summary statistics and probabilities 	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%

Controlled Assessment

There is no controlled assessment element in this course.

Further Mathematics Option (3 year course)



Additional Mathematics

(Year 10 & 11)

Cambridge IGCSE

Additional Mathematics
(0606)

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

Course Description

The Additional Mathematics course is designed to challenge high performing mathematics students and gives them a platform to learn new areas of mathematics not on the GCSE curriculum. It gives excellent preparation for Post-16 study in A Level or Higher Level IB mathematics. The course begins in Year 10 with final exams taken in Year 11. Students who were on the Statistics course in Year 9 will automatically proceed to this course in Year 10.

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 (FX-991EX). The course textbook is published by Cambridge Press, ISBN: 9781108411660

Why the Further Mathematics Option?

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 – Additional Mathematics

Examination Board	Cambridge IGCSE Additional Mathematics (0606)
Examinations	<p data-bbox="491 297 843 423">Paper 1 Written examination paper (Calculator) (0606) 50% Time: 2 hours (80 marks)</p> <p data-bbox="491 457 843 583">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.

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

A recommendation will be published to parents at the end of the first term in Year 10 as to whether students should continue studying science for the Double Award or for the Triple Award. This decision will be based on the students' topic test and mock results.

Triple Award Course Outline: Biology,²² 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.

Paper	Weighting	Assessment	Content
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.

iGCSE Arabic A

First language

Examination Board and Specification Code: Cambridge 0508



<http://www.cambridgeinternational.org/images/204295-2017-2019-syllabus.pdf>

Course Description

The Year 11 course is designed to introduce students to the key skills required to The Cambridge IGCSE First Language Arabic syllabus in preparation for Year 11. The Cambridge 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.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge IGCSE First Language qualifications also develop more general analysis and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively.

The Skills to be covered during the Year 11 course include:

- The ability to communicate clearly, accurately and effectively in writing.
- The ability to use a wide range of vocabulary, correct grammar, spelling and punctuation
- A personal style and an awareness of the audience being addressed.

Exams/Assessments

In terms of the IGCSE Arabic A examinations, students will sit two exam papers at the end of Year 11. IGCSE is available to first language speakers of Arabic. This optional Arabic (IGCSE) is advisable for Arab students in Y10 and Y11. Usually, students use the book: 'Arabic language' from the Ministry of Education (compulsory for all Arab students) as a first source. These Cambridge IGCSE First Language examinations comprise of two papers. All candidates take Papers 1 and 2 and are eligible for the award of grades A* to G.

The table below summaries the nature of these exams in terms of unit and topic content, exam paper weightings, and the number of marks and time dedicated to each paper. There is no controlled assessment (coursework) component to this course.

Unit	Weighting	Assessment	Content
Unit One: Paper 1: Reading 2 hours	50% of GCSE	Reading 2 hours Question 1 (25 marks) Question 2 (25 marks)	<p>Questions relate to two passages of approximately 600–700 words each, linked by a common theme. These passages are printed on the question paper.</p> <p>Sub-questions requiring answers of different lengths.</p> <p>The sub-questions are based on Passage 1 and test the following reading objectives</p> <p>write a summary of 200–250 words based on Passage 1 and Passage 2</p>
Unit Two: Paper 2: Writing 2 hours	50% of GCSE	<p>Written exam: 2 hours</p> <p>Section 1 – Discussion and Argument (25 marks)</p> <p>Section 2 – Description and Narration (25 marks)</p> <p>Candidates are required to write between 350 and 500 words for each of their answers.</p>	<p>Section 1</p> <ul style="list-style-type: none"> Four argumentative/discursive titles are set, from which candidates choose one. <p>Section 2</p> <ul style="list-style-type: none"> Four titles are set (two descriptive and two narrative), from which candidates choose one.

GCSE Arabic B Modern Foreign Language Examination Board and Specification Code: Pearson Edexcel 1AA0



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

Course Description

GCSE Pearson Edexcel Level1/Level 2 GCSE/9-1) in Arabic (1AA0) is designed to introduce students to the key skills required to tackle the Arabic B GCSE specification in preparation for Year 11 end of year examination. GCSE Arabic B aims to develop students' personal interest to communicate with Arabic native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Arabic-speaking communities and countries. These contexts are listed under *themes and topics*. Students will need to develop and use their knowledge and understanding of Arabic grammar progressively through their course of study. The topics to be covered during the course include:

Identity and culture

Local area, holiday, travel

School

Future aspirations, study and work

International and global dimension

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

Students who opt to study Arabic B should:

- Be interested in developing their knowledge of the language and culture of Arabic-speaking countries
- Understand that language learning is a skill that they will be able to apply to other languages in the future
- *Be able to meet deadlines*
- *Have an ability to work independently and collaboratively*
- *Have effective verbal and written communication*

Exams/Assessments

In terms of the Arabic B examinations, students will sit four exam papers at the end of Year 11. The table overleaf summarises the nature of these exams in terms of unit and topic content, exam paper weightings, and the amount of marks and time dedicated to each paper. There is no controlled assessment (coursework) component to this course. 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%	<p>Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks</p> <p>Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks 25% of the total qualification</p>	<p>Students are assessed on their understanding of standard spoken Arabic in a variety of scenarios. Students will need to:</p> <ul style="list-style-type: none"> - identify the overall message, key points, details and opinions - deduce meaning from a variety of spoken texts - recognise the relationship between past, present and future events - recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate - be able to answer questions, extract information, evaluate and draw conclusions.
Unit 2 Speaking	25%	<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>This paper draws on vocabulary and structures across all the themes and topics. The entire assessment must be conducted in Arabic.</p> <p>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	25%	Foundation tier: 50 minutes 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.
Unit 4 Writing	25%	Foundation tier: 1 hour 15 minutes Higher tier: 1 hour 25 minutes	<p>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.</p> <p>Question 1 assesses students on their ability to write to describe and to express opinions.</p> <p>Question 2 assesses students on their ability to note down key points and convey information.</p> <p>Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point.</p> <p>Question 4 is the translation question. Students are required to translate five sentences from English to Arabic. The sentences are ordered by increasing level of difficulty.</p>

Controlled Assessment

There is no controlled assessment element in this course.

Islamic Studies

Who will study Islamic Studies?



The curriculum is delivered to our Muslim students and lessons are grouped by Islamic A students (native Arabic speakers) and Islamic B students (non-native Arabic speakers). Across the Academy, all lessons are differentiated by language of instruction, with both classes having the same learning outcomes following the Ministry of Education standards.

What will they study?

Students will study topics which build the student's need to develop an emotional link with every aspect of Islam. They will be inspired to truly love Allah, Prophet Muhammad and other Prophets, the Sahabah and the great scholars and heroes of Islam, the Qur'an, the Sunnah and rules and morals of Islam.

The topics covered are:

- **Divine Revelations:** Surat Al Kahf & Surat Al Ahzab
- **Islamic Belief:** The mind in Islam & Aql and Naql
- **Islamic Rulings & Aims:** Juristic rules & Source of Islamic sharia
- **Islamic Values & Manners:** Giving and growth & Abstinence
- **The Prophet's Biography and Personalities:** The prophet's methodology in da'wah & planning milestones in the Seerah
- **Identity & Contemporary Issues:** Human development in Islam & The Arabic language and culture

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"> Knowledge and understanding of choreographic processes and performing skills Critical appreciation of own work Critical appreciation of professional works <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 is 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"> • Core technical principles • Specialist technical principles • Designing and making principles

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 is 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 incorporates the use of electronics.

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"> • Core technical principles • Specialist technical principles • Designing and making principles

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 is 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

Why Drama?

GCSE Drama allows students to develop a range of competences that they will use throughout their lives. Whether they aspire to work in the creative industries or not, this qualification gives students the chance to develop key skills in teamwork, collaboration, creativity, time management, public speaking whilst all the time building confidence, which are all key skills to be successful in the future.

For the first time ever the drama department will be offering 2 separate pathways in drama; the technical pathway and the performance pathway. Technical students will learn the knowledge and skills to become lighting, sound, set and costume designers and will see their ideas realised in a live performance. Performers will study scripted work and devising to hone their skills as young performers.

Alongside developing practical skills, students will work on their ability to analyse and evaluate text and performance to high level. The analysis skills developed in the drama classroom are directly transferable to every other subject and sets students up with the academic skills to succeed in a variety of different industries.

Course Description

Students who opt for this course must be prepared to work in groups, be prepared to learn about themselves and willing to fail first before becoming successful.

Students will learn:

- How and why drama is created, including how all of the departments of a theatre work together to take a play from the page to the stage
- How to create mood, atmosphere and meaning on stage
- Many social skills that are highly valued in any walk of life including teamwork and confidently presenting yourself in public.

Course Map – Acting Pathway

Year 9	<p><i>The focus of year 9 is developing the performance skills necessary to succeed at GCSE drama.</i></p> <p>Term 1 - Contemporary Theatre Practices</p> <ul style="list-style-type: none"> • Students learn about contemporary theatre companies and how they create theatre • Students develop an understanding of different styles and genres of theatre <p>Term 2 - An introduction to devising</p> <ul style="list-style-type: none"> • Students respond to different stimuli to create ideas for original pieces of drama • Students then work in small groups to create original performances <p>Term 3 - An introduction to scripted work</p> <ul style="list-style-type: none"> • Students start to look at a set text and develop an understanding of how a text is moved from the page to the stage • Students will develop their acting skills through workshops
Year 10	<p><i>Year 10 sees students begin working on assessed work that will be submitted as part of their final GCSE grade</i></p> <p>Term 1 - Component 1 - Devising</p> <ul style="list-style-type: none"> • Students analyse how stories are structured and created in preparation for creating an original story • Students engage with different stimuli to create ideas for an original story • Students begin to create an original performance <p>Term 2 - Component 1 - Devising</p> <ul style="list-style-type: none"> • Students analyse their progress and make improvements to their performance by becoming aware of the style and form their performance takes • Students perform their final piece to a live audience and complete an evaluation of their final performance • Students complete a logbook that explores the process of how their performance was created • This is worth 40% of a students final grade <p>Term 3 - Component 3 - Set text</p> <ul style="list-style-type: none"> • In term 3 students begin to create a director's notebook for our set text • The directors notebook includes information and knowledge based on acting, set, lighting, sound, props and staging. • Students will complete an end of year written exam based on the set text
Year 11	<p><i>In year 11 students focus on the remaining practical component and then focus on exam technique</i></p> <p>Term 1 - Component 2 - Scripted performance</p> <ul style="list-style-type: none"> • Students develop their skills as actors through the study of a variety of scripts from different periods and styles • Students then choose 2 extracts from one play to rehearse and perform • Students perform to a live audience • This is worth 20% of the final grade <p>Term 2 - Component 3 - The written exam</p> <ul style="list-style-type: none"> • Students study a live theatre production, understanding how the production successfully creates drama • Students revisit our set text and practice creating model responses to questions • Students complete a full mock paper <p>Term 3 - Final revision</p> <ul style="list-style-type: none"> • The last few weeks before students start their exams is focused on last bits of revision and practicing the exam paper

Course Map – Technical Pathway

Year 9	<p><i>The focus of year 9 is developing knowledge and understanding of the key technical theatre roles of set design, costume design, lighting design, sound design and stage management.</i></p> <p>Term 1 - Principles of stagecraft and Health and Safety</p> <ul style="list-style-type: none"> • Students will develop a working knowledge of a theatre. • They will understand key terminology of everything technical and understand the safe working practices within a backstage environment in a theatre <p>Term 2 - Sound and lighting</p> <ul style="list-style-type: none"> • Students will develop an understanding of the principles of sound and lighting within a production • Students will learn how to set up lighting and sound for a production • Students will begin programming sound and lighting boards for a production <p>Term 3 - Set and costume</p> <ul style="list-style-type: none"> • Students will build an understanding and knowledge of the principles of set and costume design • Students will develop their skills as designers using online tools to create designs for both set and costume • Students will create either a model box for a prescribed play or a costume for a character in a prescribed play
Year 10	<p><i>Year 10 students start to apply their skills and understanding of how to use theatre equipment to create real performances</i></p> <p>Term 1 - Component 1 - Devising</p> <ul style="list-style-type: none"> • Working alongside a group from the acting pathway, students will be either a set designer, lighting designer, costume designer or sound designer for a devised performance • Students will be integral in helping to create ideas with the students from the acting pathway • Students will source and create all of the material needed by the acting pathway performance group <p>Term 2 - Component 1 - Devising</p> <ul style="list-style-type: none"> • Students will finalise their designs and create their final pieces to be used in the acting pathways final performance • Students will present their process and ideas in a presentation and in a logbook. • This is worth 40% of a students final grade <p>Term 3 - Component 3 - Set text</p> <ul style="list-style-type: none"> • In term 3 students begin to create a director's notebook for our set text • The directors notebook includes information and knowledge based on acting, set, lighting, sound, props and staging. • Students will complete an end of year written exam based on the set text
Year 11	<p><i>In year 11 students focus on using all of the skills and knowledge they have developed to work as a technician on a final scripted performance</i></p> <p>Term 1 - Component 2 - Scripted performance</p> <ul style="list-style-type: none"> • Students are assigned a group from the acting pathway and will work as the technician for that group • They will create a different design for two extracts from the same play and realise these in performance • This is worth 20% of the final grade <p>Term 2 - Component 3 - The written exam</p> <ul style="list-style-type: none"> • Students study a live theatre production, understanding how the production successfully creates drama • Students revisit our set text and practice creating model responses to questions • Students complete a full mock paper <p>Term 3 - Final revision</p> <ul style="list-style-type: none"> • The last few weeks before students start their exams is focused on last bits of revision and practicing the exam paper

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
Paper 1: Written exam: 1 hour 45 minutes 100 marks	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

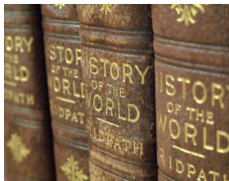
A good grade will help to move students onto any subject at Key Stage 5.

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

There is no Controlled Assessment at GCSE History.

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.

Students may use websites such as the following for additional revision:

http://teach-ict.com/gcse_new.html

<http://www.bbc.co.uk/education/subjects/zqmtsbk>

<http://www.igcseict.info/>

<https://sites.google.com/site/wwwgardenictnet/igcse>

<http://znotes.org/ig-ict/>

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, Spanish AQA 8698

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

<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, German or Arabic B.

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 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"> 1) Write a message in response to a photo, 2) Write a short text in response to four bullet points 3) Translation exercise from English to the target language 4) Structured writing task <p>Higher:</p> <ol style="list-style-type: none"> 1) Structured writing task 2) Open-ended writing task 3) Translation exercise from English to the target language

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

The GCSE Music course is an exciting opportunity for pupils to further a passion for music. It builds on the skills learnt at Key Stage 3 to allow students to explore music that is personal to them while broaden their knowledge of music from a range of eras and cultures.

With thanks to the Centre of Excellence, students will be exposed to industry standards and responsibilities which will provide a wholesome and relevant approach to their Music experience.

Students engage in music through performing, composing and appraising. They will also develop *Music Technology* skills to ensure they can record and communicate their ideas effectively.

While music is an academic subject in its own right, it actually benefits other subjects too. Studies show that music benefits learning by activating all areas of the brain. Both employers and universities now see creative subjects as assets.

It also develops written, analytical, practical and social skills such as:

- *Independent learning*
- *Team work through group ensembles*
- *Performance and Presentation skills*
- *Analytical skills through essay writing*
- *Creativity*

Students who opt to study Music should:

- *Be interested in music*
- *Want to **learn** to play an instrument*
- **NOTE:** *There is no essential requirement to be able read notation to take music, but a desire to learn is essential!*

Exams/Assessments

Unit	Weighting	Assessment	Content
Unit 1 Performing music	30%	Externally assessed	Students must complete one solo performance and one ensemble performance on a chosen instrument or singing.
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>

If you have a desire to take music but does not currently have lessons, then please contact one of the Music team who can provide information on how we can support.

Music Technology

BTEC Level 2 Music (Music Technology Units)

<https://qualifications.pearson.com/en/qualifications/btec-international-level-2/music.html>



Course Description

The Music Technology course is an exciting opportunity for pupils to further a passion for music production, DJing and music in general. The scheme is designed to introduce students to the key skills required to tackle the Music Technology requirements.

With thanks to the Centre of Excellence, students will be exposed to industry standards and responsibilities which will provide a wholesome and relevant approach to their Music Technology experience.

Music Technology students will also study the Music Industry. With a global revenue over \$20billion, it is an exciting time for young people to research a path in this industry which is ever growing. Pupils will evaluate their own skills and routes into the industry along with job roles that may interest them. It will also equip pupils with skills to research other sectors, and how they relate to each other.

This practical and personalised course will allow pupils to learn a variety of aspects associated with Music Technology in a range of styles and genres. These include:

- Producing Music
- Djing
- Sound Design
- Studio Techniques

It also develops written, analytical, practical and social skills such as:

- *Independent learning*
- *Performance and Presentation skills*
- *Creativity*
- *Organisation and Leadership in running a recording session*

NOTE: There is no requirement to be able to play an instrument or read music for this course.

In terms of the Music Technology examinations, students will follow the BTEC Level 2 Certificate in Music specification. They will study the below units to enhance their Music Technology skills. All aspects are coursework based with no exam.

Exams/Assessments

Unit	Content
Unit 1 Working in the Music Industry	Know of employment opportunities in the music industry and the jobs undertaken by those who work in it. Students will research the different roles in the music industry and present their findings in the form of a presentation.
Unit 2 Professional Development in the Music Industry	Explore a range of career opportunities with a view to their own professional development within the music industry. Students will research university courses and routes into finding a job in the industry. They will also assess their own skills and independently show their own development.
Unit 7 Exploring Computer Systems used by Musicians	Know the specification and operation of computer systems designed specifically for the creation of music. Students will create a portfolio of music ranging from remixes, music for media and styles of their choice. They will use industry standard software such as Logic Pro and Ableton.
Unit 9 Producing a Music Recording	Know 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. Student will learn how to use the recording studio and set up microphones to record an ensemble. They will edit the music and create a finished product for a portfolio.

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

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.

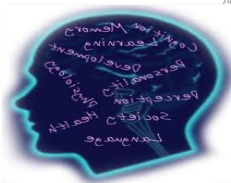
Non-Examined Assessment

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

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.

Options Form 2021

Block A	Block B	Block C	Block D
Arabic A	ART	Business Studies	Business Studies
Arabic B	Business Studies	Dance	Computer Science
French	Computer Science	Drama – acting pathway	Food Preparation & Nutrition
German	Food Preparation & Nutrition	Drama – technical pathway	Drama – acting pathway
Spanish	Resistant Materials	Graphics	Resistant Materials
	Textiles	Geography	Economics
	History	History	Geography
	Further Maths	Psychology	ICT
	Media Studies	Physical Education GCSE	Media Studies
	Music		Psychology
	Music Technology		Spanish
	Psychology		Physical Education GCSE

	Option Block A	Option Block B	Option Block C	Option Block D
1ST CHOICE				
2ND CHOICE				



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EDUCATION