

# KS4 CURRICULUM INFORMATION BOOKLET 2022-2024



*"YOUR FUTURE, YOUR CHOICE"*



GEMS Wellington  
International School

مدرسة جيمس ولينغتون  
الترانشيونال



Letter from Mr A Jenkins.....

Letter from Mr J Rostron.....

Meet the Team.....

The Key Stage 4 Curriculum .....

Frequently Asked Questions.....

UAE Equivalency.....

Introduction to GCSE & IGCSE.....

Introduction to BTEC Level 2 Qualifications.....

Tips for making good choices/ Careers Information.....

Key Stage 4 Examination Fees.....

Student Leaders 2021-2022.....

Progression beyond Key Stage 4.....

## Core Subjects

English Language & Literature.....

Mathematics.....

Science.....

## Option Subjects

Additional Studies.....

Arabic O Level/ First Language.....

Arabic as a second language.....

Art & Design.....

Astronomy.....

BTEC Business.....

BTEC Creative Media Production.....

BTEC Travel & Tourism.....

Business Studies.....

Computer Science.....

Dance.....

Design & Technology.....

Drama.....

Economics.....

Food Preparation & Nutrition.....

Geography.....

History.....

Information & Communication Technology (ICT).....

Media Studies.....

Modern Foreign Languages (French).....

Modern Foreign Languages (German).....

Modern Foreign Languages (Spanish).....

Music.....

Physical Education.....

Photography (Art & Design).....

Psychology.....

GCSE Results 2021.....





Andrew Jenkins

Principal, Middle & Upper School: Outcomes & Standards

Dear Students & Parents,

**Key Stage 4 – Year 10 & 11 at GEMS Wellington International School (2022 – 2024)**

Our aim at GEMS Wellington International School is to provide each and every one of our students with a broad and balanced KS4 curriculum that is tailored to their individual needs and contains a range of possibilities and opportunities for their education Post-16.

The Key Stage 4 qualifications and the way they are taught, are designed to best prepare your child for their future. We hope therefore that you and your child will find our Key Stage 4 courses meet your needs and ambitions for the future.

The purpose of this booklet is to give you all the information you need about the exciting range of courses you could study in Years 10 and 11 (Key Stage 4) at GEMS Wellington International School. We hope you will find it not only interesting but a useful reference tool throughout the two years of Key Stage 4. It will show you at a glance the various subjects on offer, the areas of study and key skills in need of development for each; and how each course is structured and assessed. Some subjects are of course compulsory.

The programme we have developed to assist you in choosing subject options, including this booklet and our Key Stage 4 Options Evening on 24th November, will answer many of your questions about this important stage in your life. If however you still have queries or wish to have further information, then do not hesitate to contact the Curriculum Leader for the subject or Mr James Rostron (Senior Deputy Headteacher – Curriculum & Assessment).

On behalf of all the staff at GEMS Wellington International School, I would like to wish you every success as you embark on this new and exciting phase of your educational journey.

Kind Regards

Mr Andrew Jenkins  
Principal Upper & Middle School: Outcomes & Standards



James Rostron  
Senior Deputy Headteacher: Curriculum & Assessment

Dear Students & Parents,

I am pleased to introduce you to this year's Key Stage 4 curriculum booklet, which outlines details of the courses that will be offered to Year 10 students next academic year. It will help inform the choices that students make.

This is a very important time for Year 9 students because you will be making choices which will affect not only what you study in the future but also your long-term career prospects. Accordingly, you need to think very carefully about the courses which are on offer before making decisions. This will ensure that what you study over the next two years suits your needs and aspirations.

We are aware that, for some of you, it can be hard to make your choice of subjects. We suggest that you read this booklet thoroughly, and talk to as many of your teachers as possible, as well as your parents and other adults in your family, about your intended choices. You can also talk to older students at school. When making your choices, think about where studying those subjects can lead to in terms of courses in our Sixth Form, in Higher Education, and also in the world of work, as well as your aptitude and interest in those subjects.

GEMS Wellington International School is proud of its record of providing a broad and ever-growing range of Key Stage 4 courses. These courses and qualifications inspire students to broaden their horizons as well as achieve examination success and progression to Post-16 Education, and then Higher Education and employment. We know that we can add value to students' performance and therefore a guided process of subject combination is honed and personalised for each student.

We will be working closely with students and parents in order to arrive at the best possible personalised programmes of study for every student. We hope that all students are able to find a suitable combination of subjects and that their Key Stage 4 studies will engage and motivate them, in order to allow them to achieve the highest possible success in the future.

Kind regards,

Mr. James Rostron  
Senior Deputy Headteacher: Curriculum & Assessment

## MEET THE TEAM



James Rostron  
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Please feel free to email us at the above email addresses for any further questions you may have about the KS4 options here at WIS.



# WHAT IS THE KEY STAGE 4 CURRICULUM?

GEMS Wellington International School is committed to the provision of a broad and balanced curriculum to meet the needs of all students, allowing them to succeed during Key Stage 4 and beyond into Post-16 education. We are committed, furthermore, to ensuring that all our learners acquire and develop the necessary skills, experience and qualifications needed for university and the world of work.

As in previous years, we shall be offering a wide range of GCSE, IGCSE subjects and BTEC Level 2 qualifications for our students in Years 10 and 11.

**Core Subjects** (These are subjects that will be taken by ALL students)

- English Language & English Literature = 2 GCSE grades
- Combined Science = 2 GCSE grades or Accelerated Triple Science (**invite only**) = 3 GCSE grades
- Mathematics = 1 GCSE and Further Mathematics (**invite only**) = 1 GCSE
- Core PE (non-GCSE, not examined)

**This leads to 5 GCSE grades for all students and the possibility of up to 7 GCSE grades for accelerated Mathematics and Science students.**

## Option Subjects

- Students are required to select one Modern Foreign Language – Students must choose a language from the following options; Arabic A O-Level **or** IGCSE, Arabic B, French, Spanish, German, Dual language (French/Spanish by invite only). **Students invited to Additional Studies do not take a language.**
- Students choose **three** option subjects

**This leads to 9 GCSE grades for the majority of students and the possibility of up to 11 GCSE grades for accelerated Mathematics and Science students.**

## Ministry of Education Subjects

All students who are Arabic passport holders must continue to study the MoE Arabic as a First Language curriculum outlined by the Ministry of Education in Years 10 & 11. Arabic B (second language) students continue with the MoE Arabic B curriculum until the end of Year 10.

All Muslim students continue to study the Islamic Studies curriculum outlined by the Ministry of Education in Years 10 & 11.

**Q. How many subjects do I have to choose?**

**A.** All students have to choose four subjects, one of these must be a language.

**Q. What is a BTEC subject and what is the main difference between that and a GCSE?**

**A.** A BTEC is a subject that is partly assessed using coursework. Typically, it suits students who perform better in classwork than in examinations, providing they work to complete all the tasks set. Most GCSEs are examined at the end of the course. For further information, please click on this link.

**Q. If I do BTEC subjects, can I still get into the Sixth Form at GEMS Wellington International School?**

**A.** Yes, students can progress onto a range of pathways available in our IB Programmes of study.

**Q. Can I do a mixture of BTEC and (I)GCSE subjects?**

**A.** Yes, students can study both BTEC and (I)GCSE subjects.

**Q. What is the difference between a GCSE and IGCSE subject?**

**A.** IGCSE qualifications are devised for schools with an international community of students, the content and examples used in IGCSE qualifications are generally more suited to international students. GCSE qualifications are more UK-centric, with content and examples focused on the UK.

**Q. Which exam boards do you follow at GEMS Wellington International School?**

**A.** We follow a range of exam boards depending on the subject, these include Pearson Edexcel, AQA and Cambridge (CIE).

**Q. Do I have to take a language?**

**A.** Yes, most students will be expected to study a language as language qualifications are increasingly important in today's global community. They are also valued by universities and employers. The inclusion team will invite a small number of students to take Additional Studies instead of a language.

**Q. Will I get all of my first choices?**

**A.** The subject combinations that we are able to offer are based upon our own research and our experience of the subject combinations which Wellington International School students traditionally choose. Although flexibility is a priority, it is important to note that not all combinations of subjects are possible. Though every attempt will be made to offer the courses shown, the school reserves the right to limit places if demand is too high or close courses if numbers are too low.

**Q. When do I find out which subjects I have been given from my choices?**

**A.** You will find out which subjects you have been allocated in Term 3. If we have any worries or concerns about the subjects you have chosen, we will contact your parents between January and April to discuss it with them and with you.

**Q. If I start a subject and later realise that I have made a mistake, what can I do?**

**A.** This happens to some students every year. There are only four weeks at the start of term when we look at requests for changes and make them if we can. Sometimes subject groups are full and students are unable to move but we do our best to help. By the end of the first four weeks of the first term, we have to stop making any changes as you will have missed too much work to begin a new subject.

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## UAE High School Equivalency Changes

Equivalency is the process by which the Ministry of Education officially endorses qualifications, in this case high school qualifications, and declares the document to be equal to UAE standard. It typically involves attestations from relevant authorities, following which the letter of Equivalency is issued from the Ministry of Education. To achieve equivalency, students must achieve the requirements stated below. These are detailed in Article six of the Ministerial Decree No. (883) of 2019.

The student shall pass five (5) subjects in the general level courses (GCSE level or IGCSE) in one of the success grades (A\*, A, B, C, D), or (3, 4, 5, 6, 7, 8, 9), including the following subjects:

- Mathematics.
- One of the science subjects (Physics, Chemistry or Biology) or a double science subject.
- English language or English literature.

## Introduction to GCSE and IGCSE

GCSE is the acronym for General Certificate of Secondary Education. IGCSE is the acronym for International General Certificate of Secondary Education. This qualification is equivalent to the GCSE. At GEMS Wellington International School, we encourage the development of international-mindedness and global awareness of our students. The IGCSE Programme offers an international perspective and at the same time retains the qualities of its UK equivalent. It is an excellent route to the IB Diploma and other vocational qualifications providing students with a solid base for advanced study.

GCSEs and IGCSEs are generally undertaken over the two years of Key Stage 4, i.e. Year 10 and 11. There are some exceptions where the subjects start in Year 9 and are examined early e.g. in Mathematics. Further details are in the subject pages in this booklet.

Both IGCSEs and GCSEs are designed to examine all ability ranges. Currently, the Cambridge International Examinations Board (CIE) follows the 'traditional' grades ranging from G to A\* (A\* is the highest level of attainment). All other exam boards have grades in the form of numbers ranging from 1 to 9, with 1 being the lowest and 9 the highest.

Some of the GCSE and IGCSE courses have an element of coursework or non-exam assessment known as the NEA. The NEAs are marked by our teachers then externally moderated by the examination board. Although the amount of coursework varies from subject to subject, all of it requires students to work independently over a period of time. It is essential that students manage their time effectively from the start of their GCSE courses to avoid a build-up of coursework deadlines. You can find specific details relating to coursework under the 'Assessment' section for each subject in this booklet.

All GCSEs are linear in nature with final external examinations taking place at the end of Year 11. There are a small number of exceptions including accelerated Mathematics students who complete the course at the end of Year 10.

### What are BTEC qualifications?

- BTECs are work-related qualifications suitable for a wide range of students. They provide a practical, real-world approach to learning without sacrificing any of the essential subject theory.
- BTEC courses and qualifications have existed for over 25 years and continue to be developed and updated by, with and for industry and in response to the needs of learners.
- There are currently over 60 BTEC First qualifications available, linked to industry sectors. The BTEC First is suitable for students aged pre-16 and is designed for those who are capable of achieving A\*- C grade GCSEs, but wish to focus on a work related vocational qualification or work area.
- BTEC Firsts are Level 2 qualifications which are the equivalent of traditional GCSEs grades A\*- C. Please follow this [link](#) for further information on BTEC equivalence.

### How are BTEC qualifications structured?

- Each BTEC is made up of units. The number of units is dependent on the level and size of the BTEC qualification being studied.
- In order to complete each unit, students must achieve against a set of outcomes. The assessment criteria address theory with practical exercises. The assessment process is ongoing, so it allows the student to analyse and improve their own performance through their course in much the same way as they would in a real workplace.

### How are BTEC qualifications assessed?

- The assessment of BTECs is ongoing and portfolio-based and so often plays to the strength of those students who perform better through ongoing assessments. Furthermore, they can be taken as well as and alongside traditional GCSE qualifications.
- BTEC are currently not exam-based qualifications. Exams work well for some students but others find them rather daunting and struggle to see how they fit into the real world of work. Instead, students study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied.
- The projects that students undertake form the basis of their unit results which are graded as a Pass, a Merit or a Distinction.

### How can BTEC qualifications be used?

- BTEC qualifications are recognised by schools, colleges, universities, employers and professional bodies across the United Kingdom and in over 70 countries worldwide.
- BTEC qualifications give students the skills they need either to move on to higher education or to go straight into employment.

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## Some Tips for Making Good Choices

When considering option choices students should try to balance the following factors:

- Interest and enjoyment.
- Ability and progress.
- Sensible combinations (those which are likely to ensure a broad education).

### Do....

- Choose courses you are interested in and which you are likely to enjoy.
- Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents.
- Choose courses in which you are likely to achieve success.
- Choose courses that fit with your future needs; although the core is designed to ensure breadth, a solid groundwork in a subject you may want to continue with at Post 16 will be helpful.
- Look up higher education degree courses that interest you on [unistats.direct.gov.uk](http://unistats.direct.gov.uk) or [www.ucas.com](http://www.ucas.com) and see what subjects, qualifications and grades you will need to do these courses.
- Talk to your parents and your teachers, they will each have an important perspective.



### Don't....

- Choose subjects just because your friends are choosing them.
- Choose a subject just because you get on well with your teacher. You might well have a different teacher at KS4.



## Useful Websites for Careers Choices

[AQA Examination Board](#)

[Pearson Edexcel Examination Board](#)

[CIE Examination Board](#)

[UK University Application System](#)

[British qualifications - wanting to study in the USA](#)

[Inspiring Futures](#)

[SAT/ACT/PSAT \(required for entry to US universities\)](#)

[General advice on a variety of career subject areas](#)

[Careers Wales website \(a very comprehensive careers website\)](#)

[Higher Education options in Europe](#)

## KEY STAGE 4 EXAMINATION FEES

### GCSE

Parents should note that fees for external GCSE examinations are the responsibility of the parent. Parents will receive an invoice for each examination cycle the student is entered for, including resits.

### BTEC

Registration fees for the BTEC courses are paid in full at the beginning of Year 10 for the full duration of the 2-year course. The fee charged will cover the entry fees for the course as well as moderator visits from the UK for each subject. Any resit of units within the course does not incur additional charges over and above the original fee paid.

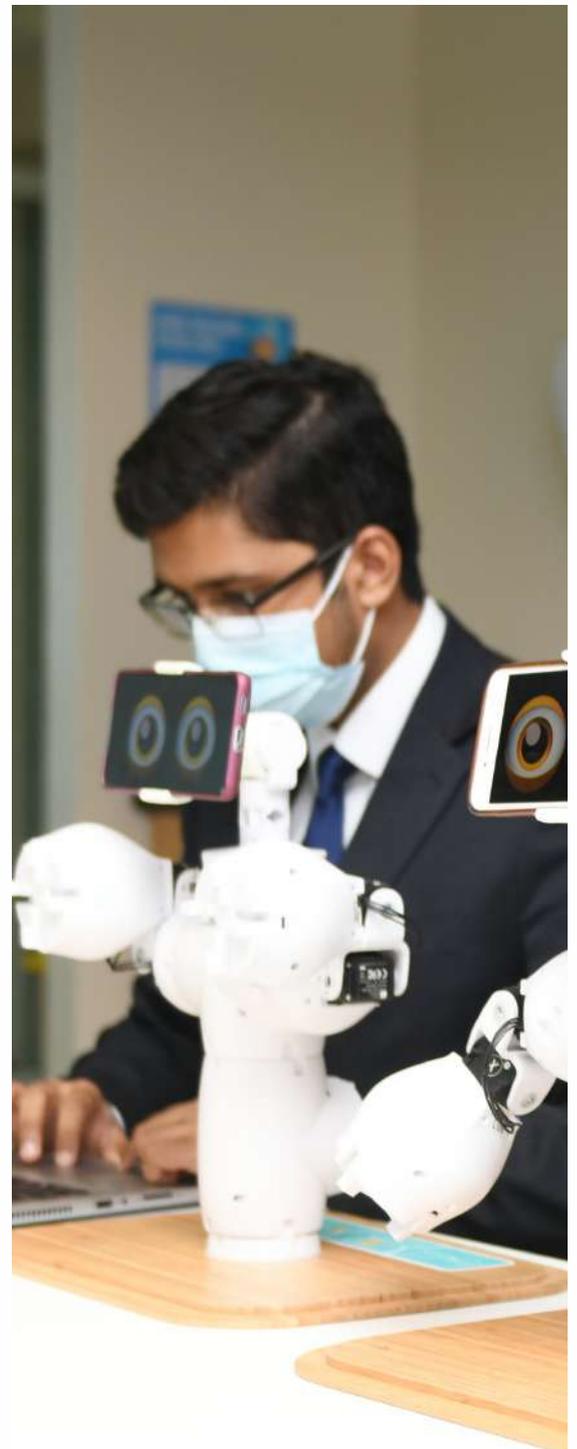
### Other Costs

Registration fees for the BTEC courses are paid in full at the beginning of Year 10 for the full duration of the 2-year course. The fee charged will cover the entry fees for the course as well as moderator visits from the UK for each subject. Any resit of units within the course does not incur additional charges over and above the original fee paid.

### Examination Costs 2021-2022

LOWEST GCSE COST PER SUBJECT	HIGHEST GCSE COST PER SUBJECT
400AED	700AED

LOWEST BTEC COST FOR CERTIFICATE & DIPLOMA	BTEC COST FOR EXTENDED
1600AED	2500AED



## WHAT DO OUR STUDENT LEADERS THINK ABOUT THE KEY STAGE 4 CURRICULUM?



**Akshal Jain**  
Head Boy

*During Year 10 & 11 I liked the fact that we were encouraged to be independent, open-minded thinkers and collaborative work was a big part of every lesson. I chose Computer Science as I am passionate about technology and it is a big part of what I want to pursue in the future. I chose Business Studies due to my interest in entrepreneurship, as it allowed me to learn about the fundamentals of how a business operates, and other essential concepts such as market research. I took Media Studies as I was curious about music, TV, film, and other such entertainment industries, and it helped me build technical skills. I am now studying HL Mathematics: Analysis and Approaches, HL Physics, HL Computer Science, HL Economics, SL English, SL Spanish AB Initio and hope to study a combination of Computer Science and a humanities subject like Economics or Political Science at university, either in the US or UK.*

*I studied Economics, History, Psychology and French at GCSE in WIS. I was drawn to the field of humanities/social sciences and wanted to pursue Law in the future. Therefore, I chose a combination that fitted my interests including History, Economics and Psychology. However, beyond planning for future careers, I chose these subjects because each sharpened my critical thinking and analysis skills while also teaching me about the evolving political, economic and social aspects of the world we live in, making me more holistically-minded. In IB I am now studying HL English A: Language and Literature, HL Mathematics Applications and Interpretation, HL History, HL Economics, SL Biology, SL French B. I hope to study Economics or Political Science at university either in the US or Canada or Law in the UK. Completing my GCSEs at Wellington allowed me to diversify my interests due to the vast array of subject choices and strengthen my critical thinking skills. I enjoyed growing both personally and academically in this rigorous and fulfilling program.*



**Patil Djerjerian**  
Head Girl

*I studied Business, Drama, Geography and French at GCSE in WIS. I studied French in Lower School and thought it was best to continue to develop my language skills with a language I was already familiar with. I chose Drama because I wanted to improve my communication skills and confidence, I thought the various performing assessments would help with confidence skills and group work would improve my communication skills. I chose Geography because it was a humanities subject that I genuinely had a passion for and learned the human and physical aspects of the course. Finally, I chose Business because it was a new subject for me and it was relevant to the real world. In IB I am taking HL Business, Economics, English, SL Biology, Math AA and Italian Ab Initio. After WIS I am looking to pursue a career in Business Marketing in the US. I enjoyed learning new subjects such as Business and Drama which helped build my passion and interest for Business and Marketing. I also like the fact that I can choose how and what I learn. I was able to progress as a learner and become more conscious of my learning preferences while also learning to love and respect my education more while taking GCSE at WIS.*



**Manahil Hussain**  
Emerald House Captain

*I studied Computer Science, Economics, Design and Technology, German at GCSE in WIS. As an avid technology enthusiast, the Computer Science and DT subjects were well suited towards my interests so I thoroughly enjoyed studying them. Economics was a subject I was curious about and had a passion for therefore I decided I should try and strengthen my knowledge by taking it as a subject. German was a language I found fascinating so I decided to learn it as my language choice for GCSE. In IB I am now studying HL Computer Science, HL Mathematics AI, HL Physics, SL English, SL Economics & SL Spanish Ab Initio. I am primarily targeting American universities, with a keen focus on California. I am hoping to study Aerospace Engineering as it is an industry I am very passionate about. Having an interest in Computer Science as well, I am hoping to be able to learn more about both these subjects at university. Year 10/11 were the years when I really changed my attitude towards my education, and started to feel excited about it. I was given the freedom to pursue what I was interested in, and this reflects in the knowledge and experience I have gained. I improved as a student and person, gaining valuable life skills for my future. These insightful adventures were my favourite moments of these years.*



**Paras Dayal**  
Ruby House Captain

*I studied Psychology, Business, Drama and French at GCSE in WIS. French was the language I was most comfortable with so I chose that as my language. I really enjoyed the introduction lesson to Psychology and the theories we were going to learn so I decided to pick that subject. I always knew I wanted to take business as I wanted to pursue a business-related career. My final option was Drama, which I really enjoyed in Year 9 and the extracts we were studying looked very interesting and thought it would be a great option. In IB I am taking HL Business, Psychology, English, SL Chemistry, Math AA and Spanish Ab Initio. After WIS I am looking to pursue a career in Business, especially Business Management, with a specialisation in Marketing in the US. I really enjoyed the freedom I had in picking the subjects I was interested in at GCSE. It gave me a sense of control with my education.*



**Manal Hussain**  
Onyx House Captain

*I studied Drama, Business, Psychology and Arabic at GCSE in WIS. I chose Drama as it was a subject I enjoyed doing in Year 8 and 9. I chose to do Business as I feel like you learn skills in business that are very applicable in the real world and at work. I chose to do Psychology as it intrigued me and I found learning about human behaviour very interesting. As my language, I chose to do Arabic as it was the subject I was most comfortable with. At IB I am now studying HL English, HL Psychology, HL Business Management, SL Maths: Application and Interpretations, SL French Ab Initio and SL Chemistry. I hope to do a Media and Communications related degree at university in either the UK or Canada when I leave WIS. During Year 10 & 11 I enjoyed learning about new subjects we hadn't done before (such as Business and Psychology) and gaining more freedom in how and what I learn. Doing GCSE at WIS allowed me to grow as a learner and become more aware of my learning styles as well as learning to enjoy and appreciate my education more.*



**Elizay Farhan**  
Diamond House Captain

# PROGRESSION BEYOND KEY STAGE 4



At GEMS Wellington International School, we currently offer three pathways into Post-16 Education and our Sixth Form.

1. The International Baccalaureate Diploma Programme (IBDP)
2. The International Baccalaureate Career Related Programme (IBCP)
3. The Courses Programme.

All pathways lead to Higher Education across a variety of Universities.

### Post-16 Pathways at GEMS Wellington International School

	CORE SUBJECTS	COURSE ELEMENTS
IB Diploma Programme (IBDP)	6 subjects Core (CAS/ TOK/ EE)	3 Higher level subjects 3 Standard level subjects
IB Career Related Programme (IBCP)	BTEC Level 3 qualification PLUS 3 IB subjects	Career related BTEC Level 3 qualification PLUS 3 IB subjects
IB Courses	Bespoke route with an agreed number of diploma subject courses including CAS	Agreed level of courses at Standard & Higher Level



**Group 1 - English**

- English Language & Literature HL /SL

**Group 2 - Languages**

- French B HL/SL and Ab Initio SL
- Spanish B HL/SL and Ab Initio SL
- Italian Ab Initio SL
- German Ab Initio SL
- Arabic B HL/SL
- English B HL/SL - **NEW ADDITION**

Please note: Students choosing Ab Initio courses are not expected to have any prior language study in the chosen language. Students who have studied the designated language in previous years cannot study the same language at AB Initio level.

**Group 3 - Individuals and Society**

- History HL/SL
- Geography HL/ SL
- Business and Management HL/SL
- Economics HL/SL
- Digital Society (Formerly ITGS) HL/SL
- Psychology HL/ SL
- Global Politics HL/SL

**Group 4 - Experimental Sciences**

- Biology HL/SL
- Chemistry HL/SL
- Physics HL/SL
- Computer Science HL/SL
- Environmental Systems and Society SL (only)\* can be taken at Group 3 instead
- Sports, Health and Exercise Science HL/SL
- Design Technology HL/SL

**Group 5 - Mathematics**

- Mathematics Analysis and Approaches HL/SL
- Mathematics Applications and Interpretation HL/SL

**Group 6 - The Arts**

- Visual Arts HL/SL
- Music HL/SL
- Film HL/SL
- Theatre HL/SL - **NEW ADDITION**

**BTEC**

- Sport - **NEW ADDITION**
- Creative Media
- Business

Please Note: Subjects offered will be dependent on student interest. The school however is committed to offering as many subjects as possible to maximise the opportunities for our cohort.

*IBCP students choose 2-3 subjects from this list to complement their BTEC  
IB Courses students choose 4-6 subjects*



## ENTRY REQUIREMENTS

GROUP	SUBJECT		ENTRY REQUIREMENTS GCSE	MYP
1	English Language and Literature SL		9 - 5 in Language	5 in English A
	English Language and Literature HL		9-7 in Literature and 9 - 7 in Language	6 in English A
2	French/Spanish/German SL		5 in French/Spanish/German	6 for SL, 7 for HL in French, Spanish or German
	French/Spanish/German HL		8 in French/Spanish/German	
	Ab initio courses		5 in any language	5 in a language
3	Business Management SL		5/C in Business Studies or English	5 in Bus/I&S
	Business Management HL		6/B in Business Studies or English	5 in Bus/I&S
	Economics SL		5 in Maths and/or Economics	6 in Math
	Economics HL		6 in Maths and/ or Economics	7 in Math
	ITGS		C in IT or Computing	5 in IT/Dig Design
	Geography		6 in Geography for HL	6 in Geo/I&S
	Psychology		6 in Psychology or English for HL, 5 for SL	5/6 in Psych/I&S
	History		5 in History or English for SL 6 in History or English for HL	6 in History/I&S 7 in History/I&S
	Global Politics		5 in History, Geography or English for SL 6 in History, Geography or English for HL	5 in I&S 6 in I&S
4	Computer Science		A for HL B for SL	6 in IT/Dig Design 7 in IT/Dis Design
	Biology		Triple Science - 6 for SL, 7 for HL Combined Science - 77 for SL, 88 for HL	6 in Biology 7 in Biology
	Chemistry		Triple Science - 6 for SL, 7 for HL Combined Science - 77 for SL, 88 for HL	6 in Chemistry 7 in Chemistry
	Physics		Triple Science - 6 for SL + 7 in Math, 7 for HL + 8 in Math Combined - 77 for SL + 7 in Math, 88 for HL + 8 in Math	6 in Physics&Math 7 in Physics&Math
	Sports Science		HL- 6 for Triple Science or 7 for Combined Science SL - 5 for Triple Science or 6 in Combined Science	5 in Science 6 in Science
	ESS		Two 5 grades in any of the three Sciences or 5 5 in Combined Science	5 in Science
	DT		HL- 6 in DT SL - 6 in Triple Science or 7 in Combined Science	5 in DT 6 in DT
5	Mathematics: Applications & Interpretation		5 in Maths for SL 8 in Maths for HL	5 in Math 6 in Math
	Mathematics: Analysis & approaches		7 in Maths for SL 8+ in Maths plus 6 in Further Maths HL	7 in Math *evidence of top set
6	*If Group 6 subjects have not been studied previously, a portfolio of evidence to demonstrate competence may be accepted for entry	Film	Distinction at BTEC L2 Creative Media Production 6 in Media	Any Group 6 Arts SL = MYP 6 Any Group 6 Arts HL = MYP 7 Students who have not studied the subject at MYP level should be able to demonstrate competency through a portfolio of work or performance videos
		Music	B in Music for HL	
		Visual Arts	7 in Art for HL	
		Theatre	HL—7 in Drama SL—5 in Drama	
BTEC	Sport, Creative Media or Business		Level 2 BTECs - pass overall + 5 GCSEs at 4+ If no prior BTEC - 5 GCSEs at 4+ including English	4 in each MYP subject + Personal Project

## Application Process IB Programmes

The procedure for application and entry into any of the IB Programmes is outlined below:

### Entrance Criteria - General Expectations

Applicants need to be able to demonstrate the following:

- be fully committed to their IB studies
- utilise non-contact time productively
- become independent learners
- take responsibility for their own learning
- embrace all opportunities presented to them
- undertake community service, especially within the school
- undertake positions of responsibility and leadership
- act as positive role models for the rest of the school
- be approachable and available to support and assist younger students
- high level of attendance during the academic year

### Entrance Criteria - IB Diploma Programme (IBDP)

#### IGCSE/GCSE Entry Requirements

All Applicants: Students require a minimum of 5 A-C at GCSE/IGCSE (including Mathematics and English Language) to be considered for the IB Diploma Programme at WIS.

MYP Entry Requirements - students should pass their MYP with a minimum of 4 in each subject undertaken alongside a 4+ in their Personal Project.

### Entrance Criteria - IB Career Programme (IBCP)

GROUP	SUBJECT	LEVEL	ENTRY REQUIREMENTS
Career Related Study	BTEC: Level 3 National Diploma	3	5 C's/4s and above at GCSE
IB Diploma Subjects	A selection of 2-3 DP Subjects	HL/SL	As above course entry requirements

## ENTRY REQUIREMENTS

**Please note:** due to the residual change over to the 1-9 grading criterion some subjects will retain A\*-G grading. Where this is not the case for the purposes of entry to our DP subjects the following conversion will apply;

OLD ALPHABETICAL GRADING SYSTEM	NEW NUMERIC EQUIVALENT
A*	8
A	7
B	6
C	5

### PLEASE NOTE:

- Where students have failed to meet the minimum entry requirement for a particular subject, a meeting will be required with the Head of Sixth Form. *A decision for a place at WIS is made on the understanding that occasionally a weakness in a particular subject can be compensated by demonstrated strengths in the other five subject chosen as part of the IB Diploma seeing as it is a programme of study as opposed to individualised examinations.*
- Where a student fails to meet the minimum entry requirement for two or more subject then the alternative Diploma Courses option should be sought.



# CORE SUBJECTS



Exam Board – Edexcel IGCSE English Language (Specification here)  
Edexcel IGCSE English Literature (Specification here)

### Why should students study English Language & Literature?

Studying English will help students develop the ability to think critically and creatively, to express themselves with confidence and coherence, and to combine deep understanding with personal engagement in their responses to language and literature. The course is designed to promote excellent achievement within the skill areas of speaking, listening, reading and writing. As a result of their analysis of a variety of stimulating texts, our students develop a critical understanding of how meaning is shaped both in works from the literary heritage of diverse cultures, and in non-fiction. It will also support cross-curricular achievement and provide an excellent skills base for lifelong learners.

### What is the course content?

English has two GCSEs for which the student will receive two separate grades: Language and Literature.

Language Exam:

- Non-fiction anthology texts
- Transactional Writing

Language Coursework:

- Poetry and Prose
- Imaginative Writing

Literature Exam:

- Modern Prose
- Poetry (comparison and unseen)

Literature Coursework:

- Literary Heritage
- Modern Drama

### How are students assessed?

Students will be formally assessed through one examination and two pieces of coursework for both Language and Literature. Students will also be assessed throughout the two years with a series of mock exams and practice papers.

English Language Exam: 2 hours 15 minutes (60%)

Literature Coursework: English Language (40%)

English Literature Exam: 2 hours (60%)

Literature Coursework: (40%)

### What skills will students develop?

The courses build on the skills which have been embedded in Key Stage 3 in a continuum of learning. Students are encouraged to respond to fiction and non-fiction texts with breadth, in an understanding of the impact of their cultural contexts, and depth, in an appreciation of the effect of stylistic devices. They are given opportunities to write for a wide range of purpose and audience, in tasks which promote expressive fluency as well as ensuring a firm foundation of technical accuracy.

### What careers/degrees are available to students?

Both courses will prove an excellent grounding for any arts or humanities-based degree. Literature will complement further studies in higher-education courses such as literature, philosophy, law, while Language and Literature lend themselves well to media and journalism.

Exam Board - Edexcel IGCSE Mathematics (Specification here )

### Why should students study Mathematics?

Aside from the obvious reasons of love of, and interest in the subject, Mathematics is one of the most powerful tools for analysis and problem solving known to mankind. It is vital for students to study Mathematics for the following reasons:

- To pick up the mathematical skills necessary for everyday life
- To develop a skills base for further study of mathematics or for a career involving higher level mathematics
- To obtain qualifications which are vital for certain careers or further study

### What is the course content?

The content covered will comprise a mixture of the following topics:

- Number, Algebra & Graphs (60%)
- Geometry & Measures (25%)
- Statistics and Probability (15%)

### How are students assessed?

There are two tiers of entry:

- Foundation (F) (Grades 1 to 5, equivalent to Grade G to B)
- Higher (H) (Grades 4 to 9, equivalent to Grade D to A\*).

40% of the content is crossover between the Higher and Foundation tier.

PAPER	EXAM
IGCSE MATHEMATIC (CALCULATOR)	2 HOURS (50%)

### What skills will students develop?

Students will develop logical and creative thinking processes in order to improve problem solving ability. Students will also increase the capacity of their brain through vigorous efforts to solve problems and overcome difficulties in understanding. Students will be able to realise the application of Mathematics in the real world.

### What careers/degrees are available to students?

Studying Mathematics will open a wide variety of degrees and career opportunities. Each year at WIS, many of the departing Year 13 students leave to study engineering or economics. Other common Mathematics based careers/degrees include investment banking, intelligence analysis, operational research, statistical research, logistics, financial analysis, market research (for business), IT (systems analysis, development or research), software engineering, scientific research and development (e.g., biotechnology, meteorology or oceanography).

Exam Board - Edexcel IGCSE Further Pure Mathematics (Specification here)

This course is only completed by those students in the top sets. Eligibility for the top sets, and this course, is determined following achieving a grade 8 or 9 in IGCSE Mathematics at the end of Year 10. Your potential is determined from your attitude in class, work ethic, and performance in assessments.

### What is the course content?

The course consists of the following 10 topics:

- Logarithmic functions and indices
- The quadratic function
- Identities and inequalities
- Graphs
- Series
- The binomial series
- Scalar and vector quantities
- Rectangular Cartesian coordinates
- Calculus
- Trigonometry

### How are students assessed?

At the end of Year 11, students will sit two exams. Each paper is 2 hours long and contributes to 50% of the marks. The total number of marks for each paper is 100. A calculator may be used in the exams.

### What skills will students develop?

The Edexcel IGCSE Further Pure Mathematics course gives students further opportunities to achieve their mathematical potential and develop skills for life. It gives students the appropriate mathematical skills, knowledge and understanding to help them progress to further mathematics course at IB level and beyond.

These skills include:

- Selecting and applying mathematical techniques and methods to mathematical, every day and real world situations
- Develop problem-solving skills by translating problems in mathematical or non-mathematical contexts
- Reasoning mathematically
- Interpreting and communicating a wide array of mathematical information
- Develop reasoning skills through exercises such as presenting arguments and proofs, and making deductions and drawing conclusions from mathematical information

The course also extends students' base in Mathematics from which they can progress to higher studies in Mathematics as well as engineering, science, economics, information technology or business.

### What careers/degrees are available to students?

Studying Mathematics will open a wide variety of degrees and career opportunities. Each year at WIS, many of the departing Year 13 students leave to study engineering or economics. Other common Mathematics based careers/degrees include investment banking, intelligence analysis, operational research, statistical research, logistics, financial analysis, market research (for business), IT (systems analysis, development or research), software engineering, scientific research and development (e.g., biotechnology, meteorology or oceanography).

Exam Board – AQA GCSE Combined Science: Trilogy ([Specification here](#))

### Why should students study Combined Science?

The AQA GCSE Combined Science course provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

### What is the course content?

#### 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 properties
- Quantitative Chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical changes
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

#### Physics

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

### How are students assessed?

The AQA Combined Science course consists of six externally examined papers. Biology: Paper 1 and 2, Chemistry: Paper 1 and 2, Physics: Paper 1 and 2.

#### Biology Paper 1

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics

#### Biology Paper 2

- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Exam Board – AQA GCSE Combined Science: Trilogy ([Specification here](#))

### How are students assessed (continued)?

#### Chemistry Paper 1

- Atomic structure and the periodic table
- Bonding, structure and properties
- Quantitative Chemistry
- Chemical changes
- Energy changes

#### Chemistry Paper 2

- The rate and extent of chemical changes
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

#### Physics Paper 1

- Forces
- Energy
- Waves
- Electricity

#### Physics Paper 2

- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

All six papers are written examinations of 1 hour and 15 minutes and 70 marks. Each paper makes up 16.7% of the qualification. Students have the option to take Foundation or Higher Tier. The examinations are a mixture of different question styles, including multiple-choice questions, structured, closed short answer and open response.

### What skills will students develop?

Practical work is at the heart of science and all students are expected to have carried out the required practical activities. Students will develop an understanding of the nature, processes and methods of biology through different types of scientific enquiries that help them to answer scientific questions about the world around them. They will also develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments. Students will also be given the opportunity to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

### What careers/degrees are available to students?

GCSE Combined Science enables students to progress to further and higher education courses in Biology, Chemistry or Physics, as well as other fields of science. Science students are a very creative selection of students whose skills in communication, analysis, commercial awareness and innovation are highly sought after in the workplace away from traditional science careers. Law and business entrepreneurs often have a background in science and it is for this reason that most big companies will target their recruitment to science graduates.

Exam Board – AQA GCSE Biology Triple ([Specification here](#))

### Why should students study Biology?

The AQA GCSE Biology course provides the foundations for understanding the living world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

### What is the course content?

Students study the following general topics over the two year course:

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

### How are students assessed?

The AQA Biology course consists of two externally examined papers:

#### Paper 1

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics

#### Paper 2

- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Paper 1 and Paper 2 are both written examinations of 1 hour and 45 minutes and 100 marks. Each paper makes up 50% of the qualification. Students have the option to take Foundation or Higher Tier. The examinations are a mixture of different question styles, including multiple-choice questions, structured, closed short answer and open response.

### What skills will students develop?

Practical work is at the heart of biology and all students are expected to have carried out the required practical activities. Students will develop an understanding of the nature, processes and methods of biology through different types of scientific enquiries that help them to answer scientific questions about the world around them. They will also develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments. Students will also be given the opportunity to evaluate claims based on biology through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

### What careers/degrees are available to students?

GCSE Biology enables students to progress to further and higher education courses in Biology and other fields of science. It provides a good foundation for all students wishing to pursue their careers in a science discipline, in particular those who wish to enter into healthcare professions or research into curing disease. The skills learnt through studying Biology will also ensure students are able to critically analyse claims and data and discuss their validity and possible impacts on society. Skills sought after by employers in law and business sectors.

Exam Board – AQA GCSE Chemistry Triple ([Specification here](#))

### Why should students study Chemistry?

The AQA GCSE Chemistry course provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

### What is the course content?

Students study the following units over the two year course:

- 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

### How are students assessed?

The AQA Chemistry course consists of two externally examined papers:

#### Paper 1

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes

#### Paper 2

- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere

Paper 1 and Paper 2 are both written examinations of 1 hour and 45 minutes and 100 marks. Each paper makes up 50% of the qualification. Students have the option to take Foundation or Higher Tier. The examinations are a mixture of different question styles, including multiple-choice questions, structured, closed short answer and open response.

### What skills will students develop?

Practical work is at the heart of Chemistry and all students are expected to have carried out the required practical activities. Students will develop an understanding of the nature, processes and methods of biology through different types of scientific enquiries that help them to answer scientific questions about the world around them. They will also develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments. Students will also be given the opportunity to evaluate claims based on chemistry through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

### What careers/degrees are available to students?

GCSE Chemistry enables students to progress to further and higher education courses in Chemistry and other fields of science. Chemists are a very creative selection of students whose skills in communication, analysis, commercial awareness and innovation are highly sought after in the workplace away from traditional chemistry careers. Law and business entrepreneurs often have a background in chemistry and it is for this reason that most big companies will target their recruitment to chemistry graduates.

Exam Board – AQA GCSE Physics Triple ([Specification here](#))

### Why should students study Physics?

The AQA GCSE Physics course provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

### What is the course content?

Students study the following topics over the two year course:

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

### How are students assessed?

The AQA Physics course consists of two externally examined papers:

#### Paper 1

- Forces
- Energy
- Waves
- Electricity

#### Paper 2

- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics

Paper 1 and Paper 2 are both written examinations of 1 hour and 45 minutes and 100 marks. Each paper makes up 50% of the qualification. Students have the option to take Foundation or Higher Tier. The examinations are a mixture of different question styles, including multiple-choice questions, structured, closed short answer and open response.

### What skills will students develop?

Practical work is at the heart of physics and all students are expected to have carried out the required practical activities. Students will develop an understanding of the nature, processes and methods of biology through different types of scientific enquiries that help them to answer scientific questions about the world around them. They will also develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments. Students will also be given the opportunity to evaluate claims based on physics through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

### What careers/degrees are available to students?

GCSE Physics enables students to progress to further and higher education courses in Physics and other fields of science. It develops a student's ability to think logically through problems and apply their knowledge to a wide range of situations. Throughout the course the mathematical abilities of the students are greatly enhanced alongside their unique sense of curiosity. As a result Physics graduates make a target for law and finance companies.

# OPTION SUBJECTS



## Invitation Only Course - Additional Studies

### Course Description

This option does not lead to a GCSE qualification, but is designed to give students the extra support needed to achieve their potential in the core GCSE subjects.

This option is intended for those students who may find a full GCSE programme challenging at this stage. Reasons for this vary and could include students:

- who would benefit from additional study time to meet the requirements of their GCSE programme
- who are still learning the English language and therefore may not be advised to learn a further language
- who have specific barriers to learning
- whose level of English or Maths requires consolidation for study at this level

### Entry Requirements

- Entry is at the discretion of the Inclusion Team and is delivered by subject specialists in Maths and English.
- Parents may contact us if they would like to discuss this option. The parents of some students will be contacted directly if teachers and/or the Inclusion Team recommend this option for their son/daughter.

The content of the programme varies according to specific individual needs, it includes:

- English and Maths classwork consolidation (this may also include Science dependent on the individual)
- Home learning support
- English coursework focus sessions
- Revision sessions

### What are the benefits of taking the Additional Studies Route?

- Reduces pressure on students
- Allows students to gain specialist support in core subject areas
- Gives students time to catch up on coursework
- Allows students to undertake supervised and supported revision
- Supports with students achieving their potential in other subject areas

Exam Board – Cambridge O Level Arabic ([Specification here](#))  
Cambridge First Language Arabic ([Specification here](#))

### Why should students study Arabic A (O Level or First Language)?

Learning Arabic gives students lifelong skills including:

- Ability to communicate clearly, accurately, and effectively in writing
- Ability to use a wide range of vocabulary, correct grammar, spelling and punctuation
- Personal style and awareness of the audience to be addressed.

Students are also encouraged to read widely, both for their enjoyment and to increase their awareness of one of the ways in which language can be used. Learning Arabic also develops a more general analysis and communication skill such as synthesis, inference, and the ability to order facts and present opinions effectively.

### What is the course content and how are students assessed?

#### O Level Arabic

##### **Paper 1 - Composition (1 hour 30 minutes) consists of two sections -**

**Section A** - the student chooses one written form from (Letter - Report - Dialogue) within 120 words.

**Section B** - 200 words of one topic of the topics presented (description of a place - telling a story).

##### **Paper 1**

**Section A** – 15 marks one composition of about 120 words from a choice of three topics.

**Section B** – 30 marks one essay of about 200 words from a choice of four topics.

Weighting: 45% of total marks.

##### **Paper 2 - Translation and Reading Comprehension (1 hour 30 minutes) consists of two sections:**

**Section A** - Translation from Arabic to English and another text from English to Arabic.

**Section B** - Reading comprehension in Arabic, and then answering questions with the student's vocabulary that expresses their understanding.

##### **Paper 2**

**Section A** – 30 marks two translations, one from Arabic into English and one from English into Arabic.

**Section B** – 25 marks open-ended comprehension questions on one set passage.

Weighting: 55% of total mark

#### First Language Arabic

##### **Paper 1 - Reading (2 Hours)**

The student reads two texts and then answers the questions. They must take into account the correct spelling and linguistic writing. They are then asked to summarise the most important ideas in the two texts within the range of 200 - 250 words.

##### **Paper 2 - Writing (2 Hours)**

It is more than one topic that needs to be discussed and expressed. The student selects two topics from them and writes about 350-500 words about each.

##### **Paper 1 - Reading**

- Question 1 (25 marks). This question is divided into a series of sub-questions requiring answers of different lengths. The sub-questions are based on Passage 1 and test reading objectives (20 marks).
- Question 2 (25 marks). Candidates write a summary of 200–250 words based on Passage 1 and Passage 2.

##### **Paper 2 - Writing**

- Section 1 – Discussion and Argument (25 marks). Four argumentative/discursive titles are set, from which candidates choose one.
- Section 2 – Description and Narration (25 marks). Four titles are set (two descriptive and two narrative), from which candidates choose one.

Exam Board – Cambridge O Level Arabic ([Specification here](#))  
Cambridge First Language Arabic ([Specification here](#))

### **What skills will students develop?**

The courses offer candidates the opportunity to respond knowledgeably to a rich array of reading passages. Candidates will use some of these passages to inform and inspire their own writing, and write in a range of text types for different audiences. The passages cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles. Candidates are encouraged to become appreciative and critical readers and writers in Arabic.

### **What careers/degrees are available to students?**

This course will provide an excellent foundation for any degree, while Arabic is a good addition to any future job, especially for media and journalism.

Exam Board – Pearson Edexcel Arabic B/ Arabic as Second Language ([Specification here](#))

### Why should students study Arabic B (GCSE Arabic B/ Arabic as Second Language)?

Learning languages allows you to:

- Meet people from different countries and find out more about them
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem solving strategies and write coherently
- Add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers want
- Have greater opportunities to work and/or study abroad, or work for companies in the UK with international links
- Discuss your interests, ideas and opinions with other people who speak the language
- Learn more about countries where the language is spoken, and the people who speak it.

### What is the course content and how are students assessed?

#### Paper 1 - Listening and Understanding in Arabic (Foundation Tier)

Students should answer all questions in sections A and B. All questions in Section A are set in English. All questions in Section B are set in Arabic. All answers are in the spaces provided - total of 50 marks.

#### Paper 2 - Speaking in Arabic (Foundation Tier)

The examination is made up of three tasks.

- The tasks must be conducted in the following order: role play, picture-based task and conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used only to study the stimuli provided. It is not to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover both

#### Paper 3 - Reading and Understanding in Arabic (Foundation Tier)

Section A - 28 marks

Section B - 15 marks

Section C - 7 marks

Total of 50 marks.

#### Paper 4 - Writing in Arabic (Foundation Tier)

Section A - 28 marks

Section B - 15 marks

Section C - 7 marks

Total of 50 marks.

Exam Board – Pearson Edexcel Arabic B/ Arabic as Second Language ([Specification here](#))

### What is the course content and how are students assessed (continued)?

#### Paper 1 - Listening and understanding in Arabic (Higher Tier)

Students should answer all questions in sections A and B. All questions in Section A are set in English. All questions in Section B are set in Arabic. All answers are in the spaces provided- Total of 50 marks.

#### Paper 2 - Speaking in Arabic (Higher Tier)

The examination is made up of three tasks.

- The tasks must be conducted in the following order: role play, picture-based task and conversation.
- The total examination will last between 7 - 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used only to study the stimuli provided. It is not to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover both

#### Paper 3 - Reading and Understanding in Arabic (Higher Tier)

Section A - 28 marks

Section B - 15 marks

Section C - 7 marks

Total of 50 mark

#### Paper 4 - Writing in Arabic (Higher Tier)

Section A - 28 marks

Section B - 15 marks

Section C - 7 marks

Total of 50 mark

### What skills will students develop?

People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons. Taking GCSE Arabic means you will:

- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- Be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad
- Be able to work or study in a Arabic-speaking country in later life
- Be able to study Post 16 Arabic courses to further your knowledge of the language and culture
- Find it easier to learn other languages later if you want to

### What careers/ degrees are available to students?

Learning Arabic language skills will open career opportunities in translation, interpretation, public policy, economic development, international relations, journalism, social work, human rights, immigrant advocacy, business and education.

Exam Board – Edexcel Art, Craft & Design ([Specification here](#))

### **Why should students study Art, Craft & Design?**

Art enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage. Art is vital for today's world including the ability to allocate resources; to work successfully with others; to find, analyse, and communicate information; to operate increasingly complex systems of seemingly unrelated parts; and, finally, to use technology. Learning is an action process, and the arts allow students to take action, to do things, to make mistakes, to explore and search for answers. No other educational medium offers the same kind of opportunity.

### **What is the course content?**

GCSE Art and Design is one of the few subjects that allow students a degree of autonomy over their work. Once given the skills and tutoring throughout Year 10, students can then make decisions about the direction of their own work in Year 11 in readiness for component 2, making informed choices. It is not uncommon at GCSE to see students working on a similar project but with completely different and individual outcomes. Creating autonomous learners is one of the key aims of the Art department at GEMS Wellington International School.

### **How are students assessed?**

GCSE Art and Design follows the Edexcel syllabus. The course is set into two components of work; Component One is internally set and Component Two is set by the exam board. Throughout Year 10 and 11 students are taught a wide variety of techniques and processes and introduced to a variety of artists, designers and cultures. In the second term of Year 11 students will start their externally set assignment. This will conclude with a ten hour exam where students will produce a final examination piece, taking 2 days of timetable to complete.

### **What skills will students develop?**

- Allow you to express yourself creatively.
- Put emphasis on the value of content, which helps students understand "quality" as a key value.
- Build problem-solving skills.
- Make us think and see in a way that everyday reality cannot.
- Boost your confidence and self-esteem.
- Boost literacy skills.
- Help you to describe things in detail and explore the use of words to better describe things.
- Flex your "brain muscle!"
- Give you a sense of accomplishment.
- Give you, Critical thinking; Problem solving; Teamwork; Informed perception; Tolerating ambiguity; and Appreciating different cultures.
- Be a creative outlet from more academic subjects you may choose.

### **What careers/degrees are available to students?**

If you wish to pursue an educational and professional career in the Creative Arts Industries, Art and Design at WIS offers the IB Diploma Programme in Visual Arts. Some of the courses and career opportunities our students have taken at university include: Advertising Art Director, Animator, Architect, Art Editor, Art Exhibition Organiser- curator, Art Therapist, CAD Draughts person, Cartographer, Cartoonist, Computer Games Designer, Jeweler, Graphic Designer, Illustrator, Interior Designer, Internet/ Web professional, Landscape Architect, Make-up Artist, Medical Illustrator, Medical Photographer, Model Maker, Multimedia Designer, Gallery Curator, Photographer, Product Designer, Tailor/dressmaker, Technical Illustrator.

Exam Board – Edexcel GCSE Astronomy ([Specification here](#))

## Invitation Only Course

### Why should students study Astronomy?

The Edexcel GCSE Astronomy course will enable students to understand our position in the Universe, the movements of planets and stars, the cycles in the night and daytime sky, and the way in which we use technology to observe and interact with space. Students will follow an incredible story of how scientists, from ancient civilisations to the modern day, have used their imagination and carefully recorded visual measurement to explore the Universe in which we live.

### What is the course content?

Students study the following topics over the two year course:

- Planet Earth
- The lunar disc
- The Earth-Moon-Sun system
- Time and the Earth-Moon-Sun cycles
- Solar System observation
- Celestial observation
- Early models of the Solar System
- Planetary motion and gravity
- Exploring the Moon
- Solar astronomy
- Exploring the Solar System
- Formation of planetary systems
- Exploring starlight
- Stellar evolution
- Our place in the Galaxy
- Cosmology

### How are students assessed?

The Edexcel Astronomy course consists of two externally examined papers.

#### **Paper 1: Naked-eye Astronomy**

- Planet Earth
- The lunar disc
- The Earth-Moon-Sun system
- Time and the Earth-Moon-Sun cycles
- Solar System observation
- Celestial observation
- Early models of the Solar System
- Planetary motion and gravity

#### **Paper 2: Telescopic Astronomy**

- Exploring the Moon
- Solar astronomy
- Exploring the Solar System
- Formation of planetary systems
- Exploring starlight
- Stellar evolution
- Our place in the Galaxy
- Cosmology

Paper 1 and Paper 2 are both written examinations of 1 hour and 45 minutes and 100 marks. Each paper makes up 50% of the qualification. The examinations are a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations, graphical and extended-open-response questions.

Exam Board – Edexcel GCSE Astronomy ([Specification here](#))

### **Invitation Only Course**

#### **What skills will students develop?**

Students will apply observational, enquiry and problem-solving skills, through the use of information from aided and unaided astronomical observations; and use these skills to evaluate observations and methodologies.

#### **What careers/degrees are available to students?**

GCSE Astronomy enables students to progress to further and higher education courses in the fields of astronomy or physics. It also provides students with valuable skills that are transferable to other subject areas and career paths. As well as bridging the gap between physics, chemistry, computer science, engineering and maths, GCSE Astronomy can teach students key observational skills, patience and an understanding of the wider universe. These skills will be useful in many other careers including law, medicine, history and art.



Exam Board – Pearson Edexcel Business ([Specification here](#))

### **Why should students study BTEC Business?**

The International BTEC Level 2 Extended Certificate covers a range of practical aspects of the business environment industry. You will learn to balance numbers with human values; understand big business, small business, and entrepreneurship; and consider the relationship between business and the community. You will learn how to think strategically and act responsibly, solve problems in teams and pursue your individual dreams, make and present a solid business case and apply your knowledge in a working environment and in your daily life. It will provide you with strong grounding for a career in the business environment or indeed for further study.

### **What is the course content?**

The course content covers 5 modules equating to 30 credits, equivalent to 2 GCSEs. The modules covered include:

- Business Purposes
- Business Organisations
- Financial Forecasting in Business
- People in Business
- Business Enterprise

### **How are students assessed?**

The assessment is 100% coursework based. There are no examined units. For each unit, students will complete assignments linked to a real life business scenario, and which will require students to apply business theory and concepts to the situation. Grades of pass, merit, distinction and distinction\* can be awarded for the qualification overall.

### **What skills will students develop?**

Students will not only develop their knowledge and understanding of how business organisations are formed and run but also develop an array of business skills including: communication, organisation, problem-solving, meeting deadlines, teamwork and collaboration.

### **What careers/degrees are available to students?**

Students can progress onto the IB Diploma pathway or the IB Career-related programme in Business, if they are certain about having a career in the business sector. The IBCP will include the completion of a Level 3 BTEC qualification alongside two IBDP subjects of their choice. The BTEC qualification is well recognised by universities from around the world.

Exam Board – Pearson BTEC Creative Media Production ([Specification here](#))

### **Why should students' study BTEC Creative Media Production?**

BTEC Media is a qualification that enables learners to progress to further education or employment and make informed choices with regard to a career in the creative media sector. They will also have developed media technology skills that may be applicable in other work situations or will be able to progress to Level 3 qualifications in other sectors (for example, in Art and Design or Music).

### **What is the course content?**

- Video Production
- Audio Production
- Print Production
- Interactive Media Production
- Photography Techniques
- Animation Techniques
- Digital Graphics for Interactive
- Print-based Media
- Advertising Production
- Writing for the Creative Media

### **How are students assessed?**

- This qualification is internally assessed. All units are assessed throughout the course.
- Unit grading information: Pass/Merit/Distinction
- Overall qualification grading information Pass/Merit/Distinction/Distinction\*

### **What skills will students develop?**

The mandatory units provide learners with the opportunity to:

- Develop the fundamental research skills which underlie all media production
- Gain a basic understanding of employment opportunities, job requirements, and working practices in the media sector
- Develop an understanding of how media products are constructed for specific audiences or markets

### **What careers/degrees are available to students?**

- Advertising
- Marketing and Communication
- Film Production
- Animation
- Copywriter
- Editor
- Social Media Manager

Exam Board – Pearson Travel and Tourism - ([Specification here](#))

### Why should students study Travel and Tourism?

Nearly 1 in 10 jobs around the world are linked to tourism. In Dubai, we are very aware of just how important tourism is to the economy. Studying Travel and Tourism will help to provide you with a greater awareness of the jobs linked to the tourism industry and the impacts of this sector, both the good and the bad. The course will also provide students with a greater awareness of places around the world and what different regions can offer tourists. For those students who have a passion for travelling, this could be the perfect course for them.

### What is the course content and how are students assessed?

The course is 100% coursework based and with no examination. Students can gain either a Pass, Merit or Distinction upon successful completion of the course. Students will be required to submit a number of assignments throughout the two-year course. A total of 3 different units will be studied by students.

#### Unit 1: The Travel and Tourism Sector

- Learners are able to understand the concept of the travel and tourism sector
- Learners are able to know the roles and interrelationships of organisations within a country's travel and tourism sector

#### Unit 3: Understanding the Nature and Effects of World Travel

- Learners are able to identify and locate significant features and major destinations of the world
- Learners are able to identify world climatic conditions affecting travel to worldwide destinations
- Learners are able to understand the effect of worldwide time on travelers

#### Unit 8: Worldwide Holiday Destinations

- Learners are able to locate worldwide destinations for different types of holidays
- Learners are able to select worldwide destinations to meet customer needs
- Learners know factors which impact on travel to worldwide destinations

### What skills will students develop?

Students will develop skills in IT, presentations, organisation, numeracy and literacy, communications, research and project management, plus a greater appreciation and understanding of the world.

### What careers/degrees are available to students?

Students will be well positioned to gain a job in the travel and tourism sector. Jobs include, though are not limited to, travel agents, hotel managers, government advisors and roles in events management. Degrees linked to the course can include hospitality and event management, media and tourism, tourism and sustainability, the latter is evidently gaining prestige and is increasing in terms of job opportunity.

Exam Board – Cambridge iGCSE Business Studies ([Specification here](#))

### Why should students study Business Studies at IGCSE?

The Cambridge IGCSE Business Studies course provides students with an understanding of business concepts and techniques across a range of different types of businesses.

Students will be able to:

- understand different forms of business organisations
- learn about the environments in which businesses operate
- learn about different business functions such as marketing, operations and finance
- appreciate the role of people in business success

They will also develop the following lifelong skills:

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

### What is the course content?

The course comprises of 6 sections; Year 10 students will study units 1, 3 and 5 and in Year 11 they will study; units 2, 4 and 6.

#### Section 1 - Understanding business activity

- Business activity
- Classification of businesses
- enterprise, business growth & size
- Types of business organisation
- Business objectives and stakeholder objectives

#### Section 2 - People in business

- Motivating workers
- Organisation and management
- Recruitment, selection and training of workers
- Internal and external communication

#### Section 3 - Marketing

- Marketing, competition and the customer
- Market research
- Marketing mix/marketing strategy

#### Section 4 - Operations Management

- Production of goods and services
- Costs, scale of production and break-even analysis
- Achieving quality production
- Location decisions

#### Section 5 - Financial information and decisions

- Business finance; needs and sources
- Cash-flow forecasting and working capital
- Income statements
- Balance sheets/Analysis of Accounts

#### Section 6 - External influences on business activity

- Government economic objectives and policies
- Environmental and ethical issues
- Business and the international economy

Exam Board – Cambridge iGCSE Business Studies ([Specification here](#))

### How are students assessed?

The final assessment is two exam papers, paper 1 & paper 2 which are outlined below:

Paper 1 - 80 marks, 90 minutes

- Weighting - 50%
- 4 short business case studies
- Structured questions

Paper 2 - 80 marks, 90 minutes

- Weighting - 50%
- 1 longer case study
- Structured essay questions

### What skills will students develop?

- **Develop in-depth knowledge and understanding**
  - Understand how a business works
  - Understand the key functional areas in a business
  - Able to apply theory to real life business case studies
- **Skills Development**
  - Develop key transferable skills that can be applied to other subjects and the way you approach life outside of school.

### What careers/degrees are available to students?

#### Future Pathways

- **IB**
  - IB Diploma Programme
  - IB Career Related Programme Level 3; Level 3 International BTEC Qualification alongside 2/3 IB Diploma Subjects
- **Higher Education**
  - Any number of Business Related Degrees
- **Business Related Careers**
  - Human Resource Management
  - Operations/Logistics
  - Marketing
  - Accounting & Finance
  - International Business

Exam Board – IGCSE Cambridge Computer Science ([Specification here](#))

### Why should students study Computer Science?

Cambridge IGCSE Computer Science helps learners develop an interest in computational thinking and an understanding of the principles of problem-solving using computers. They apply this understanding to create computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, and the ability to effectively test and evaluate computing solutions. Studying Cambridge IGCSE Computer Science helps learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks.

### What is the course content?

Computer Systems

- Data representation
- Data transmission
- Hardware
- Software
- The internet and its uses
- Automated and emerging technologies

Algorithms, programming and logic

- Algorithm design and problem-solving
- Programming
- Databases
- Boolean logic

### How are students assessed?

Students will be assessed with 2 written papers.

- Paper 1 – Computer Systems (50%)
- Paper 2 – Algorithms, Programming and Logic (50%)

### What skills will students develop?

Our approach in Cambridge IGCSE Computer Science encourages learners to be:

- Confident - using technical language to communicate their knowledge and understanding
- Responsible - working systematically, safely and securely when using technology
- Reflective - learning from their experiences when creating programs and using technology; understanding how technology impacts society
- Innovative - solving unfamiliar problems and designing computer programs creatively and independently
- Engaged - keen to develop computer science skills and further their understanding of developments in the use of technology.

### What careers/degrees are available to students?

- Database Administrator
- Data Scientist
- Information Security Analyst
- Robotics
- Database Administrator
- Software Developer
- Computer Systems Analyst
- Computer Hardware Engineer
- Computer Network Architect
- Artificial Intelligence and Machine Learning
- Web Developer

Exam Board – AQA GCSE Dance ([Specification here](#))

### Why should students study Dance?

Dance helps students to develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation. We will offer first-rate teaching, equipping students to progress to further dance studies. Students benefit from our strong links with the professional dance industry and other academic institutions through dance workshops and tutorials.

### What is the course content?

This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. Dance is a powerful and empowering form of non-verbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities.

This specification acknowledges the important role that dance plays in young people's lives. Whilst many students will bring some previous experience of dance, others will have very little. This specification aims to value and build on whatever experience they have. GCSE students will study a range of dance styles which acknowledge aspects of the repertoire of dance that can be seen in the United Kingdom today.

### How are students assessed?

#### Component 1 – Performance and Choreography

- Students will complete two dance performances (one set phrase and one solo, duet or trio) with a combined minimum duration of one and a half minutes (if all solo performances) or two minutes (if including performance as part of a group, ie duet/trio)
- Students will choreograph either a complete solo dance of at least one and a half minutes or a complete group dance of at least two minutes

#### Component 2 – Dance appreciation

- The three, six-mark questions in the written paper relate directly to the student's work on the NEA component (Performance and Choreography).

### What skills will students develop?

- It develops independent learning and critical and reflective thinking
- It develops an understanding of a range of dance styles through performance, creation and appreciation
- It develops physical, technical and expressive skills which enable you to communicate choreographic intention and individuality as a performer
- It helps you to build an understanding of choreography through which you are able to communicate ideas and meaning, drawn from a range of dance styles
- It develops a critical appreciation of dance in its physical, artistic, aesthetic and cultural settings
- It provides foundations for further studies in dance, including a career in Performing Arts.

You are encouraged to develop your dance experience within the course, either through further training or through devising and performing dance more informally.

### What careers/degrees are available to students?

- Teaching
- Choreography
- Performance
- Dance administration
- Dance Appreciation
- BA of Dance
- BA of Performing Arts

Exam Board – AQA GCSE Design and Technology ([Specification here](#))

### Why should students study Design and Technology?

A GCSE in Design and Technology allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

### What is the course content?

The course is split evenly between the theory content for the examination and the design and making skills required for the Non-Examined Assessment. The theory content in preparation for the examination which constitutes 50% of the final assessment and includes core technical principles, specialist technical principles and design and making principles as follows;

CORE TECHNICAL PRINCIPLES	SPECIALIST TECHNICAL PRINCIPLES	DESIGN & MAKING PRINCIPLES
<ul style="list-style-type: none"> <li>• new and emerging technologies</li> <li>• energy generation and storage</li> <li>• developments in new materials</li> <li>• systems approach to designing</li> <li>• mechanical devices</li> <li>• materials and their working properties.</li> </ul>	<ul style="list-style-type: none"> <li>• selection of materials or components</li> <li>• forces and stresses</li> <li>• ecological and social footprint</li> <li>• sources and origins</li> <li>• using and working with materials</li> <li>• stock forms, types and sizes</li> <li>• scales of production</li> <li>• specialist techniques and processes</li> <li>• surface treatments and finishes.</li> </ul>	<ul style="list-style-type: none"> <li>• investigation, primary and secondary data</li> <li>• environmental, social and economic challenge</li> <li>• the work of others</li> <li>• design strategies</li> <li>• communication of design ideas</li> <li>• prototype development</li> <li>• selection of materials and components</li> <li>• tolerances</li> <li>• material management</li> <li>• specialist tools and equipment</li> <li>• specialist techniques and processes.</li> </ul>

The non-exam assessment will contribute towards 50% of the students' overall mark. The NEA project in its entirety should take between 30-35 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, equivalent A4 paper or the digital equivalent.

Students' work should consist of an investigation into a contextual challenge, defining the needs and wants of the user and include relevant research to produce a design brief and specification. Students should generate design ideas with flair and creativity and develop these to create a final design solution (including modelling). A manufacturing specification should be produced to conclude your design findings leading into the realisation of a final prototype that is fit for purpose and a final evaluation. Students should investigate, analyse and evaluate throughout the portfolio and evidence all decisions made.

### How are students assessed?

Students will be formally assessed through one examination and one piece of coursework (NEA). Students will also be assessed throughout the two years with a series of mock exams and practice papers and design and make tasks.

Written exam – 2 hours - 50% of GCSE

Non-Exam Assessment – A substantial design and make task (30-35 hours approx.) – 50% of GCSE

### What skills will students develop?

The course develops a wide range of skills from researching and analysing to designing and problem solving. Students will also develop skills in a range of different practical processes using workshop tools and machinery as well as gaining experience using a range of CAD software packages to create both 2D and 3D CAD drawings which can then be used in conjunction with CAM machines such as laser cutters and 3D printers.

### What careers/degrees are available to students?

- Courses: IB Design & Technology
- University: architecture, engineering, information technology and product and industrial design.
- Careers; Construction, Civil Engineering, Fashion and textiles, Interior manufacturing, Product Designer, Engineering technology.

Exam Board – Edexcel GCSE Drama ([Specification here](#))

### Why should students study Drama?

GCSE Drama is a creative and academic subject that encourages discovery through experimentation. Students will study a range of theatre styles and practitioners, working individually and collaboratively.

### What is the course content?

Component 1: Devising Practical Performance Collaborative performance project - creating theatre for a live audience.

Component 1: Devising Portfolio An essay to evaluate the devising process in terms of style, structure, form and content.

Component 2: Text in Performance Two play extracts performed live to an audience.

Component 3: Theatre Makers in Practice Section A: An Inspector Calls; Section B: Live Theatre Evaluation

### How are students assessed?

Component 1: Devising Practical Performance Internal Assessment (10%)

Component 1: Devising Portfolio Internal Assessment (30%)

Component 2: Text in Performance External Examiner (20%)

Component 3: Theatre Makers in Practice Written Exam (40%)

### What skills will students develop?

GCSE Drama is an excellent opportunity to develop confidence, creativity, social skills, collaboration, communication skills, independent-thinking, wider-world thinking, analytical thinking and courage. Moreover, the course encourages an appreciation of the arts and culture and how it impacts the world in which we live.

### What careers/degrees are available to students?

#### Educational pathways:

[IB DP Theatre Programme](#)

[BTEC Performing Arts](#)

#### Further Information:

[University degrees](#)

[Career Opportunities](#)

Exam Board – Edexcel IGCSE Economics ([Specification here](#))

### Why should students study Economics?

Students should study Economics if they have an interest in real life issues and how they can impact individuals, firms and therefore affect Government decisions. Economics is the study of scarce resources with varying uses. Individuals have infinite wants, however resources available to meet those needs are scarce and therefore choices have to be made. Choices made by individuals impact not only themselves, but also the decisions that are made by producers as well as those by the Government. Economics allows you to understand how money flows through the economy, the cause and consequences of economic issues from around the world and allows you to question, inquire and problem solve.

### What is the course content?

The course is split into four main units. Units 1.1 and 1.2 are studied in Year 10 and units 2.1 and 2.2 are studied in Year 11.

#### Unit 1.1 - Microeconomics

- The basic economic problem
- Economic Assumptions
- Demand, Supply & Equilibrium
- Elasticities
- The mixed economy
- Externalities

#### Unit 1.2 - Business Economics

- Production
- Productivity & Division of Labour
- Business costs, revenues & profits
- Business Competition
- The labour market
- Government intervention

#### Unit 2.1 - Government & the Economy

- Economic Growth
- Inflation
- Unemployment
- Redistribution of Income
- Protection of the Environment
- Balance of Payments
- Government policies: fiscal, monetary & supply side
- Government controls
- Relationship between objectives and policies

#### Unit 2.2 - The Global Economy

- Globalisation
- International Trade
- Exchange rates

Exam Board – Edexcel IGCSE Economics ([Specification here](#))

### How are students assessed?

Students are externally assessed via two external examinations (no coursework elements). The details are below:

#### **Paper 1 - Microeconomics & Business Economics**

- 80 marks
- 1 hour 30 mins
- Weighting: 50% of overall mark

#### **Paper 2 - Macroeconomics & the Global Economy**

- 80 marks
- 1 hour 30 mins
- Weighting: 50% of overall mark

### What skills will students develop?

The students will develop essay writing skills demonstrating knowledge, application, analysis and evaluation. Students will learn how to analyse complex economics problems that real economies are facing and determine how economic theory and concepts can be applied to these situations. Students will also learn about the cause of these issues as well as the consequences for individuals, producers and Government, and how they may be impacted.

### What careers/degrees are available to students?

The programme is a taster of analysing real life economic scenarios and considering how the government can best respond to them. Students who take Economics at a higher level will progress onto a multitude of careers including (but not limited to): Financial Services, business management, consultancy, wealth management, journalism and many more.

Exam Board – AQA GCSE Food Preparation and Nutrition ([Specification here](#))

### Why should students study Food Preparation and Nutrition?

Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to prepare different foods and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

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.

### What is the course content?

There are 6 main topics in the GCSE course:

#### **Food Preparation Skills**

A range of food preparation and cooking skills are developed throughout the GCSE

#### **Food, Nutrition and Health**

Macronutrients, micronutrients and nutritional needs and health

#### **Food Science**

Cooking, heat transfer and the functional and chemical properties of food

#### **Food Safety**

Food spoilage and contamination and the principles of food safety

#### **Food Choice**

Factors affecting food choice, British and International cuisine, sensory evaluation, food labelling and food marketing

#### **Food Provenance**

Environmental impact of food and sustainability of food, food processing and food production

### How are students assessed?

Students are assessed with a combination of a written exam and coursework or NEA (non-examination assessment).

#### 50% – Written Exam Paper

Students will be assessed on their theoretical knowledge of food preparation and nutrition from the subject content. The exam is 1 hour 45 minutes out of 100 marks, with multiple choice questions (20 marks) and five longer questions each with a number of sub questions. (80 marks)

#### 15% – Food Science Practical Investigation – NEA 1

Students show their understanding of the working characteristics, and functional and chemical properties of ingredients.

#### 35% – Food Practical Preparation – NEA 2

Students demonstrate their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to a chosen task. Students will do this by preparing, cooking and presenting a final menu of three dishes within three hours, planning in advance how this will be achieved.

Exam Board – AQA GCSE Food Preparation and Nutrition ([Specification here](#))

### What skills will students develop?

A wide range of food preparation skills are needed at GCSE;

The twelve practical skills are:

General practical skills, knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, cooking methods, prepare combine and shape, sauce making, tenderise and marinate, doughs, raising agents and setting mixtures.

Students will also develop investigational skills, time management as well as skills of analysis and evaluation both in the NEA and in preparation for the written exam.

### What careers/degrees are available to students?

University courses include; food and nutrition, sports science, food science, dietetics and food product development, hospitality and catering.

Careers; apprenticeships or full-time careers as; food buyers, food product development, home economists, dieticians, food photography, food magazine journalists, hospitality and catering as well as teaching.



Exam Board – Edexcel IGCSE Geography ([Specification here](#))

### Why should students study Geography?

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun! IGCSE geography courses are a good mix of topics such as urban issues, world development, extreme environments, coasts, and hazards – to name but a few. The course will give you the chance to get to grips with some of the big issues which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

### What is the course content and how are students assessed?

#### Paper 1 - 40% - 70 marks - 1 hour 10 minutes

Section A – 50 marks

- Coastal Environments
- Hazardous environments

Section B – 20 marks

Investigating Coastal Environments (Fieldwork)

#### Paper 2 - 60% - 105 marks - 1 hour 45 minutes

Section A – 50 marks

- Economic Activity + Energy
- Urban Environments

Section B – 20 marks

- Investigating Urban Environments (Fieldwork)

Section C – 35 marks

- Fragile Environments + Climate Change

### What skills will students develop?

- Highly relevant knowledge
- Place knowledge
- Looking at issues with varying perspectives
- Geographical Argument
- Fieldwork
- Team work
- Data and Geospatial skills
- Visual and communication skills

Geographers are encouraged to explore the world around them using skills which allow them to develop into mindful, informed young adults of the future.

### What careers/degrees are available to students?

'I am a Geographer' - Check out the Royal Geographical Society link [here](#) to see what exciting and innovative careers of the future there are in Geography.

Exam Board – Edexcel International GCSE History ([Specification here](#))

### Why should students study History?

Understanding events and issues of the past help our learners find positive and innovative solutions to current social and economic challenges of our ever changing world. GCSE History covers a range of Historical time periods which allows our students to engage in fascinating topics while developing essential skills such as analysing and investigating a range of different sources to debate and form sound conclusions. History is a terrific platform for further study in many disciplines with some of the most transferable and employable skills and knowledge gained. We support our learners to develop their empathy and understanding for other cultures and ways of life to allow them to gain the skills they need to work in international environments.

### What is the course content and how are students assessed?

#### **Paper 1 - 50% - 60 marks - 1 hour 30 minutes**

##### **Germany: Development of a Dictatorship - 1918-1945 - 30 marks**

Starting with the end of World War I and the establishment and then failure of the Weimar Government, this topic explores the conditions which gave Hitler the opportunity to come to power. Learners will then explore the consolidation of this power and the events and policies that shook the world in the 20th century.

##### **A World Divided: Superpower Relations - 1943-1972 - 30 marks**

International relations are at the heart of this topic which explores the reasons and development of the Cold War and the key events including the Berlin Wall, Cuba and the Arms Race. The topic ends with the moves towards Detente by 1972.

#### **Paper 2 - 50% - 60 marks - 1 hour 30 minutes**

##### **Changes in Medicine, 1848-1948 - 30 marks**

This topic explores the limited progress of medicine and the poor living conditions of the general population and how this had an impact on health. The course will then explore key scientific discoveries, inventions and World War I and how this changed and advanced medicine and the health of the population.

##### **Russia and the Soviet Union, 1905-1924 - 30 marks**

'Russia and the Soviet Union' looks at the reasons for the fall of the Tsar, the continued social unrest of the Russian population while exploring the significant impact of World War I. The Russia topic explores the consolidation of the Bolshevik takeover and the impact this has had on the state and people.

### What skills will students develop?

Historians gain and develop a number of transferable skills which allow them to develop into young adults that can form creative solutions to many moral and social challenges. We encourage our Historians to look at the past as a tool to develop our future, and be part of the decision making that learns from the mistakes and triumphs of the past. Our Historians show compassion and empathy and remember the people behind history and how the decisions of governments, emperors and kings from around the world have affected the lives of ordinary people.

- Analysing historical sources
- Contextualising history
- Evaluating the impact of different key events and actions
- Effective challenge and debate
- Synthesis of relevant sources
- Chronological reasoning
- Creative problem solving
- Communication

### What careers/degrees are available to students?

History graduates have one of the highest rates of employability when they leave university due to the complex and diverse range of transferable skills that scholars develop through the discipline. History is also a fantastic degree to use as a platform to other disciplines such as law. Please click the [link](#) to find a more in-depth range of the career prospects.

Exam Board – IGCSE Cambridge Information & Communication Technology ([Specification here](#))

### Why should students study Information & Communication Technology?

Students develop an understanding of the implications of technology in society and the ways Information and Communication Technology (ICT) can help at home, work and the wider world. Through practical and theoretical studies, students solve problems using a variety of common software such as word processors and interactive presentation software.

Learners will analyse, design, implement, test and evaluate ICT systems, making sure that they are fit for purpose. There is an emphasis on developing lifelong skills, which are essential across the curriculum and their future career.

### What is the course content?

- Types and components of computer systems
- Input and output devices
- Storage devices and media
- Networks and the effects of using them
- The effects of using IT
- ICT applications
- The systems life cycle
- Safety and security
- Audience
- Communication
- File management
- Images
- Layout
- Styles
- Proofing
- Graphs and charts
- Document production
- Databases
- Presentations
- Spreadsheets
- Website authoring

### How are students assessed?

- Paper 1 - Theory (40%)
- Paper 2 – Document Production, Databases and Presentations (30%)
- Paper 3 – Spreadsheets and Website Authoring (30%)

### What skills will students develop?

Our approach in Cambridge IGCSE Information and Communication Technology encourages learners to be:

- Confident - in applying knowledge and understanding of ICT technologies and using skills to solve ICT problems, both as individuals and working with others
- Responsible - for themselves, responsive to and respectful of others with particular consideration to physical safety and eSafety
- Reflective - in their ability to learn and develop ICT skills
- Innovative - in the way that they use ICT-based solutions to solve problems and identify alternative solutions to solve problems
- Engaged - socially, in the work that they undertake and to interrogate unfamiliar situations to provide ICT-based solutions.

### What careers/degrees are available to students?

- Database Analyst
- Computer and Information Systems Manager
- Web Marketing Manager
- Information Security Analyst
- Digital Strategist
- Web Developer
- Marketing

Exam Board – AQA GCSE Media Studies - ([Specification here](#))

### Why should students study Media Studies?

Media is a contemporary and interactive subject that encourages students to develop their creative, analytical, research, and communication skills, through exploring a range of media forms and perspectives. 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
- Media Audiences

### What is the course content?

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

- Television
- Film
- Radio
- Newspapers/ magazines
- Advertising and marketing
- Online, social and participatory media
- Video games
- Music video

The content studied upholds western values which deal with contemporary issues. This specification requires students to closely analyse and compare media products in relation to relevant key social, cultural, historical and political contexts within the UK.

### How are students assessed?

#### Exams

- 2 - Written exam: 1 hour 30 minutes – All CSPs studied.
- 84 marks
- 70% of GCSE

#### Non-Exam Assessment

- A choice of one of five annually changing briefs, set by AQA.
- 60 marks
- 30% of GCSE
- Assessed by teachers
- Moderated by AQA

### What skills will students develop?

Students to develop their creative, analytical, research, and communication skills, through exploring a range of media forms and perspectives. In addition, students develop their practical skills in relation to a Media product through the Adobe Creative Suite.

### What careers/degrees are available to students?

- Advertising
- Marketing and Communication
- Film Production/ theory
- Copywriter
- Editor
- Social Media Manager
- Journalist
- Broadcaster

Exam Board – Edexcel IGCSE French - ([Specification here](#))

### Why should students study French?

***"A different language is a different vision of life."***

Studying French will help students develop the ability to communicate effectively in the language for everyday purposes, whilst also developing their cultural understanding of France and Francophone countries. Students will also develop the skill of analysis of language and syntax. The course is designed to promote excellent achievement within the four skill areas of Listening, Reading, Writing and Speaking. It provides an excellent skills base for future language studies.

### What is the course content?

Students cover 5 themes throughout the IGCSE course and there are various subtopics within each theme.

#### **Home and Abroad:**

- Life in the town and rural life
- Holidays
- Services
- Customs
- Everyday life and traditions

#### **Education and Employment:**

- School life and routine
- School rules and pressures
- School trips and exchanges
- Work and volunteering
- Future plans

#### **Personal Life and Relationships:**

- House and home
- Daily routine
- Role models
- Relationships
- Childhood

#### **The World Around Us:**

- Environmental issues
- Travel and transport
- Weather and climate
- The media
- Information and communication technology

#### **Social Activities, Fitness and Health:**

- Special occasions
- Hobbies, interests, sport and exercise
- Shopping
- Health issues
- Food and drink

Exam Board – Edexcel IGCSE French - ([Specification here](#))

### How are students assessed?

Students will be formally assessed through a Listening, Reading and Writing examination at the end of Year 11. They will also complete a speaking exam in the April of Year 11. Students will also be assessed throughout the two years with a series of mock exams and practice papers.

- Paper 1 (Listening), 40 minutes, 25% of overall grade
- Paper 2 (Reading and Writing), 1 hour 45 minutes, 50% of overall grade
- Paper 3 (Speaking), 8-10 minutes, 25% of overall grade

### What skills will students develop?

The IGCSE course builds on the skills and language which have been covered in Key Stage 3. At GCSE students will develop their understanding and use of written and spoken forms of French, in a range of familiar and practical contexts, and for a variety of purposes. Students will also develop a knowledge and understanding of both French grammar and its practical application, as well as Francophone countries and communities where French is spoken. Students will develop cultural understanding and positive attitudes towards modern foreign language learning.

### What careers/degrees are available to students?

The study of a language is a valuable skill which complements careers in all sectors. The study of a language at University is an exciting opportunity which gives students the chance to explore language through linguistics, the Arts, Literature and History.



Exam Board – Edexcel IGCSE German - ([Specification here](#))

### Why should students study German?

***"A different language is a different vision of life."***

Studying German will help students develop the ability to communicate effectively in the language for everyday purposes, whilst also developing their cultural understanding of Germany and German speaking countries. Students will also develop the skill of analysis of language and syntax. The course is designed to promote excellent achievement within the four skill areas of Listening, Reading, Writing and Speaking. It provides an excellent skills base for future language studies.

### What is the course content?

Students cover 5 themes throughout the IGCSE course and there are various subtopics within each theme.

#### **Home and Abroad:**

- Life in the town and rural life
- Holidays
- Services
- Customs
- Everyday life and traditions

#### **Education and Employment:**

- School life and routine
- School rules and pressures
- School trips and exchanges
- Work and volunteering
- Future plans

#### **Personal Life and Relationships:**

- House and home
- Daily routine
- Role models
- Relationships
- Childhood

#### **The World Around Us:**

- Environmental issues
- Travel and transport
- Weather and climate
- The media
- Information and communication technology

#### **Social Activities, Fitness and Health:**

- Special occasions
- Hobbies, interests, sport and exercise
- Shopping
- Health issues
- Food and drink

Exam Board – Edexcel IGCSE German - (Specification here)

### How are students assessed?

Students will be formally assessed through a Listening, Reading and Writing examination at the end of Year 11. They will also complete a speaking exam in the April of Year 11. Students will also be assessed throughout the two years with a series of mock exams and practice papers.

- Paper 1 (Listening), 40 minutes, 25% of overall grade
- Paper 2 (Reading and Writing), 1 hour 45 minutes, 50% of overall grade
- Paper 3 (Speaking), 8-10 minutes, 25% of overall grade

### What skills will students develop?

The IGCSE course builds on the skills and language which have been covered in Key Stage 3. At GCSE students will develop their understanding and use of written and spoken forms of German, in a range of familiar and practical contexts, and for a variety of purposes. Students will also develop a knowledge and understanding of both German grammar and its practical application, as well as countries and communities where German is spoken. Students will develop cultural understanding and positive attitudes towards modern foreign language learning.

### What careers/degrees are available to students?

The study of a language is a valuable skill which complements careers in all sectors. The study of a language at University is an exciting opportunity which gives students the chance to explore language through linguistics, the Arts, Literature and History.



Exam Board – Edexcel IGCSE Spanish - ([Specification here](#))

### Why should students study Spanish?

***"A different language is a different vision of life."***

Studying Spanish will help students develop the ability to communicate effectively in the language for everyday purposes, whilst also developing their cultural understanding of Spain and Spanish speaking countries. Students will also develop the skill of analysis of language and syntax. The course is designed to promote excellent achievement within the four skill areas of Listening, Reading, Writing and Speaking. It provides an excellent skills base for future language studies.

### What is the course content?

Students cover 5 themes throughout the IGCSE course and there are various subtopics within each theme.

#### **Home and Abroad:**

- Life in the town and rural life
- Holidays
- Services
- Customs
- Everyday life and traditions

#### **Education and Employment:**

- School life and routine
- School rules and pressures
- School trips and exchanges
- Work and volunteering
- Future plans

#### **Personal Life and Relationships:**

- House and home
- Daily routine
- Role models
- Relationships
- Childhood

#### **The World Around Us:**

- Environmental issues
- Travel and transport
- Weather and climate
- The media
- Information and communication technology

#### **Social Activities, Fitness and Health:**

- Special occasions
- Hobbies, interests, sport and exercise
- Shopping
- Health issues
- Food and drink

Exam Board – Edexcel IGCSE Spanish - ([Specification here](#))

### How are students assessed?

Students will be formally assessed through a Listening, Reading and Writing examination at the end of Year 11. They will also complete a speaking exam in the April of Year 11. Students will also be assessed throughout the two years with a series of mock exams and practice papers.

- Paper 1 (Listening), 40 minutes, 25% of overall grade
- Paper 2 (Reading and Writing), 1 hour 45 minutes, 50% of overall grade
- Paper 3 (Speaking), 8-10 minutes, 25% of overall grade

### What skills will students develop?

The IGCSE course builds on the skills and language which have been covered in Key Stage 3. At GCSE students will develop their understanding and use of written and spoken forms of Spanish, in a range of familiar and practical contexts, and for a variety of purposes. Students will also develop a knowledge and understanding of both Spanish grammar and its practical application, as well as countries and communities where Spanish is spoken. Students will develop cultural understanding and positive attitudes towards modern foreign language learning.

### What careers/degrees are available to students?

The study of a language is a valuable skill which complements careers in all sectors. The study of a language at University is an exciting opportunity which gives students the chance to explore language through linguistics, the Arts, Literature and History.



Exam Board – Edexcel GCSE Music ([Specification here](#))

### Why should students study Music?

***“Without music, life would be a mistake.” - Friedrich Wilhelm Nietzsche.***

Music is a central part of life; all of us hear music and are impacted by music on a daily basis. Music is an academic subject of tremendous value in later life. It is a practical subject – a specific skill – which enables young adults to stand out from the crowd. As well as developing the confidence to perform in public, the ability to work independently on ideas is encouraged and developed. Such traits are central to success at university. An open mind, a desire to work independently and a willingness to engage with whole-school musical activities are essential traits for success in this qualification.

### What is the course content?

The GCSE Music course is broken down into 3 components. Performing (30%), Composition (30%) and Appraising (40%). Throughout the course students will cover four Areas of Study, each containing two Set Works which will be studied throughout Year 10 and 11. Musical elements, musical contexts and musical language in a variety of styles and genres are all studied through the Set Works. The course is built on a mixture of practical and theoretical tasks.

### How are students assessed?

#### Component 1: Performing Music

This is a coursework unit and accounts for 30% of the total GCSE. Pupils perform a solo performance and an ensemble performance of around ABRSM Grade 3 standard. They will record two performances; one solo and one ensemble piece of at least 4 minutes combined duration. Any instrument or voice in any style or genre is permissible. The performances will be recorded during Year 11 and they are assessed internally and moderated externally.

#### Component 2: Composing Music

This is a coursework unit and accounts for 30% of the total GCSE. Pupils must compose two compositions – one from a brief set by the exam board and one free choice composition. The pieces must total at least 3 minutes and may be written in any musical style. The compositions are coursework and will be completed throughout both years. They are assessed internally and moderated externally towards the end of Year 11.

#### Component 3: Appraising Music

This unit makes up the remaining 40% of the qualification and is a 1 hour 45 minute written exam at the end of the course. The exam will contain questions relating to each set work studied including: AOS 1: Instrumental Music 1700 - 1820 - AOS 2: Vocal Music - AOS 3: Music for Stage and Screen - AOS 4: Fusions

### What skills will students develop?

- Performance
- Collaboration
- Leadership
- Independent learning
- Decision making
- Analysis
- Research
- Creativity
- Flexibility
- Logical thinking
- Cultural awareness

### What careers/degrees are available to students?

- Studio / Recording Engineer, Performer, Composer
- Conductor, Teacher, Lawyer...and any career where commitment, teamwork and creativity are key skills - Music is the perfect course to demonstrate these to an employer.

### Why should students study Art & Design: Photography?

Studying photography enhances your creative, social and cultural understanding, while developing your specialist technical knowledge around equipment, techniques and style.

Photography may be defined as the creative journey through the process of lens- and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. With the developments of new affordable lens-based technologies, students should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. Students will also understand that Photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills in order to liaise with clients and to promote themselves as photographers.

### What is the course content?

GCSE Photography allows students a degree of autonomy over their work. Once given the skills and tutoring throughout Year 10, students can then make decisions about the direction of their own work in Year 11 in readiness for component 2, making informed choices.

During the first year of the course students will be taught theory and skills to be able to complete their portfolio of work and externally set tasks. They will learn about the rules of photography, how to use an SLR camera and different styles of photography to name but a few. Please note students are required to purchase a DSLR camera.

### How are students assessed?

GCSE Photography follows the Edexcel syllabus. The course is set into two components of work; Component One is internally set and Component Two is set by the exam board. In the second term of Year 11 students will start their externally set assignment. This will conclude with a ten hour exam where students will produce a final examination piece, taking 2 days off timetable to complete.

### What skills will students develop?

- Wide range of artistic and creative skills
- Allow you to express yourself creatively.
- Put emphasis on the value of content, which helps students understand “quality” as a key value.
- Build problem-solving skills.
- Make us think and see in a way that everyday reality cannot.
- Boost your confidence and self-esteem.
- Boost literacy skills.
- Help you to describe things in detail and explore the use of words to better describe things.
- Flex your “brain muscle!”
- Give you a sense of accomplishment.
- Give you, Critical thinking; Problem solving; Teamwork; Informed perception; Tolerating ambiguity; and Appreciating different cultures.
- Be a creative outlet from more academic subjects you may choose.

### What careers/degrees are available to students?

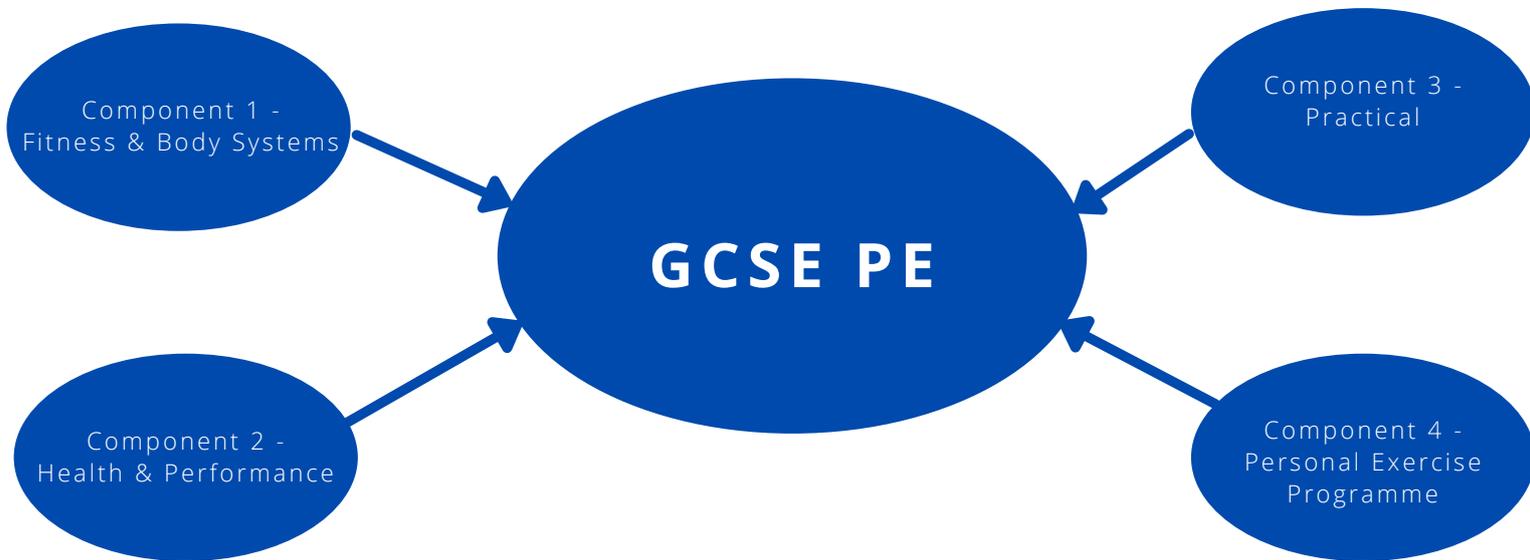
If you wish to pursue an educational and professional career in the Creative Arts Industries, Art and Design at WIS offers the IB Diploma Programme in Visual Arts. Some of the courses and career opportunities our students have taken at university include: Advertising Art Director, Animator, Architect, Art Editor, Art Exhibition Organiser- curator, Art Therapist, CAD Draughts person, Cartographer, Cartoonist, Computer Games Designer, Jeweler, Graphic Designer, Illustrator, Interior Designer, Internet/ Web professional, Landscape Architect, Make-up Artist, Medical Illustrator, Medical Photographer, Model Maker, Multimedia Designer, Gallery Curator, Photographer, Product Designer, Tailor/dressmaker, Technical Illustrator.

Exam Board – Edexcel GCSE Physical Education ([Specification here](#))

### Why should students study Physical Education (PE)?

Physical Education explicitly teaches the necessary knowledge and skills for working with and relating to others, and provides the learning opportunities to develop these skills. It enables the development of leadership and teamwork skills and will encourage you to transfer knowledge to other learning areas. It does this for example, by supporting you to work cooperatively in other subjects, or when working with groups in a leadership role in the school setting and in their lives outside of school in sports clubs or community groups.

### What is the course content?



### Practical Aspects

Assessment in 3 different sporting activities through playing  
Complete a Personal Exercise Programme (PEP)

### Theory Topics - Component 1;

Applied anatomy and physiology  
Movement analysis  
Physical training

### Component 2;

Health, fitness and well-being  
Sport Psychology  
Social-cultural influences

### How are students assessed?

Method of Assessment	Weighting
Theory - Component 1 (Fitness & Body Systems)	36%
Theory - Component 2 (Health & Performance)	24%
Component 3 (Practical - 3 Sports)	30%
Component 4 (Personal Exercise Programme)	10%

Exam Board – Edexcel GCSE Physical Education ([Specification here](#))

### **What skills will students develop?**

By studying Physical Education students will develop knowledge, understanding, skills and values to enhance their performance in physical activities and understand the benefits to health, fitness and well-being. Through studying 4 key theoretical components they will develop your knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

They will understand how the physiological and psychological state affects performance in physical activity and sport and how to perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.

The course encourages students to analyse their own and others performances in a great deal of detail, highlighting strengths and weaknesses in the performance and developing strategies to ensure that improvement can be achieved over the course of the period of study.

They will learn about the contribution which physical activity and sport make to health, fitness and well-being and understand key socio-cultural influences, which can affect people's involvement in physical activity and sport.

### **What careers/degrees are available to students?**

Physical Education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in Physical Education? Some careers that you could consider doing with PE include:

- Sports science
- PE Teacher
- Physiotherapist
- Professional sportsperson
- Sports coach/consultant
- Sports policy at local and national level
- Diet and fitness instructor
- Personal trainer

Exam Board – Edexcel GCSE Psychology ([Specification here](#))

### Why should students study Psychology?

***“Studying Psychology is fun because you're always looking for the same things I think a writer should be looking for, which is the story behind the story”.***

Studying Psychology will help students develop the ability of understanding human behaviour and the complexities from a range of different perspectives. By analysing theoretical perspectives and psychological concepts, students will be experts in providing logical reasoning behind a range of human behaviours such as memory, social influences, criminal behavior and child development. Being able to think critically and to combine deep understanding with personal engagement will allow for students to gain a full comprehensive idea of how we humans differ. The course is designed to build future leaders by gathering an understanding of how and why human behavior occurs but also being able to apply theoretical concepts and study to explanations of behavior. Students have access to a wide selection of learning methods and skill developments through presenting, creating, independency, teamwork and more.

### What is the course content and how are students assessed?

#### Paper 1

Written examination: 1 hour and 45 minutes  
55% of the qualification  
98 marks

#### Content Overview

These topics are in Section A of the content. This paper may also draw on knowledge and understanding of investigations from Section C.

- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you?

#### Assessment Overview

- This is a written examination in which all questions must be answered. The paper consists of six sections. The first five sections each cover one of the topics listed above. These sections will include multiple-choice, short-open and open-response questions.
- The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.

Students will be formally assessed through two examinations at the end of their second year. Students will also be assessed throughout the two years with a series of end of unit assessments, mock exams and practice papers.

#### Paper 2

Written examination: 1 hour and 20 minutes  
45% of the qualification  
79 marks

#### Content Overview

Topics 6 to 10 are optional; students must study two of them. Topic 11 is compulsory.

- Topic 6: Criminal psychology – Why do people become criminals?
- Topic 7: The self – What makes you who you are?
- Topic 8: Perception – How do you interpret the world around you?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 10: Language, thought and communication – How do you communicate with others?
- Topic 11: Research methods – How do you carry out psychological research?

Exam Board – Edexcel GCSE Psychology ([Specification here](#))

### **What skills will students develop?**

The courses build on the skills which have been embedded in Key Stage 3 in a continuum of learning. Students are encouraged to respond to scenario-based questions in order to build their application skills and understand behaviours in a real-life context. They are given opportunities to showcase a number of skills as well as develop their own through methods of personalised learning.

### **What careers/degrees are available to students?**

The Psychology course provides an outstanding route into a range of degrees and careers as the understanding and management of human behaviours is limitless with career choices. From Medicine, Psychology, Business management, sports and Law, all degree opportunities are relevant with access to studying Psychology.

# GCSE Results 2021

## GCSE Headlines 2021

We continue the trend of  
attaining the highest GCSE results  
in the school's history

**70%** of all GCSE  
results were  
graded at  
9-7/A\*-A

**97%** of students  
achieved 5  
GCSEs, including  
English and  
Maths, graded  
at 9-4/A\*-C

**98%** of all GCSE  
results were  
graded at  
9-4/A\*-C

### Subject Headlines

**English** 71% of students achieved a 9-7 in English Language, 50% of grades were a 9 in English Language and Literature, which far exceeds the UK national average of 24%.

**Maths** 79% of all Maths grades received were 9-7 compared to the UK national average of 20.6% in 2021. 69% of all Further Maths grades were a grade 9 and 89% were a grade 8.

**Science** 93% of all Biology and Physics grades and 83% in Chemistry were a 9-7. In Biology and Chemistry 54% of all grades were a 9 and 52% in Physics.

- **52% of all grades were 9/8 or \*A**
- **36% of all grades were a 9 or \*A**
- **53% of students achieved 5 or more grades at 9/8 or \*A**
- **71% of students achieved 5 or more grades at 9-7 or A\*/A**

