



GEMS Wellington
International School مدرسة جيمس ولينغتون
انترناشونال

KS4 CURRICULUM INFORMATION BOOKLET

2026-2028

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Core Subjects

- English Language & Literature
- Mathematics
- Science pathways

Option Subjects

- Additional Studies (invite only)
- Arabic A IGCSE/First Language
- Arabic B GCSE Second language
- Art, Craft & Design (Fine Art)
- BTEC Business
- BTEC Creative Media Production
- BTEC Travel & Tourism
- Business Studies
- Computer Science
- Design & Technology
- Drama
- Economics
- Enterprise
- Food Preparation & Nutrition
- Geography
- History
- Latin (invite only)
- Media Studies
- Modern Foreign Languages (French)
- Modern Foreign Languages (German)
- Modern Foreign Languages (Spanish)
- Music
- Physical Education
- Photography (Art & Design)
- Psychology



WELCOME TO
GEMS WELLINGTON INTERNATIONAL SCHOOL

Andrew Jenkins
Principal/ CEO

Dear Students & Parents,

Key Stage 4 – Year 10 and Year 11 at GEMS Wellington International School (2026 – 2028)

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, 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 (Vice Principal - Curriculum Strategy).

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.

A handwritten signature in blue ink that reads "Andrew Jenkins".



WELCOME TO
GEMS WELLINGTON INTERNATIONAL SCHOOL

James Rostron
Vice Principal - Curriculum Strategy

Dear Students & Parents,

I am pleased to introduce you to this year's Key Stage 4 curriculum booklet, which outlines details of the courses and pathways 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 combinations 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.

A handwritten signature in black ink, appearing to read "James Rostron".

MEET THE TEAM



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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.

GCSE Pathways 2026-2028

Recognising that we all have different interests, future ambitions, and abilities because we are all unique, this year we have designed four different and unique pathways through Key Stage 4 to help give our students the opportunity to achieve personal success.

We strongly believe that students should be on a qualification pathway that provides the optimal blend of challenge and support. To identify the most appropriate pathway of study through Years 10 and 11, we use both data and our knowledge of your child as a learner. The specific details of the pathways are shown below.

We firmly believe in the quality and not the quantity of qualifications and grades achieved by our students. Our goal is to enable our students to develop their passions and interests and achieve the highest possible grades. This, we believe, will provide them with the right opportunities to successfully transition into the Post-16 programmes of study offered by the school in Years 12 and 13 and into undergraduate study at university.

Prosperity Pathway	Knowledge Pathway	Responsibility Pathway
<p>Discover an alternative traditional pathway that emphasises core subjects and academic excellence.</p> <p>Triple Science - (students will be required to select this as one of their GCSE options)</p> <p>English Language & Literature</p> <p>Mathematics</p> <p>A Language **</p> <p>2 or 3 GCSE Option subjects depending on the Science pathway chosen</p>	<p>Explore a challenging pathway designed for students aiming for the highest qualifications.</p> <p>Triple Science</p> <p>English Language & Literature</p> <p>Mathematics</p> <p>A Language **</p> <p>3 GCSE Option subjects</p>	<p>Experience an established pathway that provides a well-rounded education to pave the way for future success.</p> <p>Combined Science or BTEC Level 2 Science</p> <p>English Language & Literature</p> <p>Mathematics</p> <p>A Language **</p> <p>2 GCSE Option subjects</p> <p>1 GCSE Option block of Study Support (additional English, Maths & Science)</p>

**A Modern Foreign Language such as French, Spanish or German is not compulsory for Arabic A students.

FREQUENTLY ASKED QUESTIONS

Q. How many subjects do I have to choose?

A. The number of optional subjects depends on the pathway (please see the table above).

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, provided 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 POST-16 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 GCSE subjects?

A. Yes, students can study both BTEC and GCSE subjects.

Q. What is the difference between a GCSE and an 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. The study of a language is also a compulsory part of the IBDP, and an entry requirement. Languages 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. Arabic A students will complete the Arabic A IGCSE qualification instead of a Modern Foreign 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 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 the 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.

UAE High School Equivalency

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 the 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 in 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, A-Level, 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. Years 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 and 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.

Our students sit their final external examinations 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 or the beginning of Year 11.

Introduction to BTEC Level 2 Qualifications

OVERVIEW

The BTEC International Level 2 qualifications are engaging, work-related programmes designed by Pearson for students in Years 10 and 11 to accompany their GCSE studies. They provide a strong foundation in practical, career-focused study and are an internationally respected alternative to traditional academic pathways. These qualifications prepare students for further study in sixth form, as well as helping them develop essential employability and technical skills relevant to industry.

BTEC International Level 2 qualifications are modular and available in a range of sizes, each designed to suit different study programmes and learner goals:

Qualification	Guided Learning Hours (GLH)	Equivalent To
Certificate	240 GLH	1.5 GCSEs
Extended Certificate	360 GLH	1.5 GCSEs
Diploma	720 GLH	2 GCSEs

Students can choose from a variety of vocational subjects such as Business, Creative Media, Science and Travel & Tourism. Assessment is primarily internally based coursework, supplemented with Pearson-set assignments that test applied knowledge and practical understanding.

PROGRESSION AND PATHWAYS

After completing a BTEC International Level 2 qualification, students can progress to a BTEC International Level 3, the IB Diploma Programme (DP) or Career-related Programme (IBCP), or similar post-16 academic or vocational pathways. The hands-on learning approach develops confidence, organisation, problem-solving, and teamwork—skills needed both in further study and in the workplace.

RECOGNITION

The BTEC International Level 2 qualifications are widely recognised globally by schools, colleges, and employers for their focus on applied learning. They provide a clear progression route towards higher-level qualifications and careers in related industries, giving students an excellent stepping stone for future success.

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 Not 

- 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.

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 Unifrog 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.

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

**BTEC FEES RANGE
PER SUBJECT**

AED 1400-1850

**HIGHEST I/GCSE
COST PER SUBJECT**

AED 850

Post-16 Pathways at GEMS Wellington International School

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

1. The International Baccalaureate Diploma Programme (IBDP) [Guide](#)
2. The International Baccalaureate Career Related Programme (IBCP) [Guide](#)
3. The Courses Programme.
4. A-Levels [Guide](#)

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

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
A-Levels	3 A-Level Subjects 4 by special arrangement	Students will also have the option to take the Extended Project Qualification (EPQ)

ENTRY REQUIREMENTS

The procedure for application and entry into any of the Post-16 Programmes is outlined below:

Entrance Criteria – General Expectations

Applicants need to be able to demonstrate the following:

- be fully committed to their 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

Subject specific entry requirements for Post-16 Programmes can be found on this [link](#)

Exam Board – Pearson Edexcel IGCSE English Language ([Specification here](#))
Pearson 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%)

Language Coursework: (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 purposes and audiences, 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 provide 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 - Pearson 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. Students need 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 MATHEMATICS (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 their brain's capacity 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).

FURTHER PURE MATHEMATICS



Exam Board - Pearson 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, everyday 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, 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).

COMBINED SCIENCE



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: Papers 1 and 2, Chemistry: Papers 1 and 2, Physics: Papers 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 the Foundation or the 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 diseases. 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 the law and business sectors.

CHEMISTRY

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 the Foundation or the 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 the Foundation or the 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.

Exam Board – Pearson BTEC International Applied Science - Level 2 ([Specification here](#))

Why should students study BTEC Science Level 2?

The Pearson BTEC International Level 2 Applied Science qualification gives learners a firm grounding in scientific knowledge and supports the development of practical skills relevant to careers and further study in science-based industries. It focuses on applied learning, combining theory with real-world scientific investigation and experimentation, so students learn how science works in practice and how scientific techniques are used to solve real-world problems. BTECs are designed in partnership with employers and subject experts to ensure learners develop the core scientific knowledge, investigative skills, and transferable skills such as communication, teamwork, analysis, and problem-solving that employers and universities value. This qualification supports progression to Level 3 Applied Science and other science pathways or can provide a solid foundation for careers in healthcare, environmental science, forensic science, laboratory work, and other science-related fields.

What is the course content?

The content of the Pearson BTEC International Level 2 Applied Science qualification is structured around a set of units covering key scientific principles and their applications. Across these units learners explore core areas of biology, chemistry and physics as well as investigative and applied topics that prepare them for further study.

How are students assessed?

Assessment for this qualification is 100% coursework based with students completing a range of tasks in realistic science contexts that allow them to demonstrate their understanding and practical skills. Some units are assessed using Pearson Set Assignments – standardised tasks provided by Pearson to ensure consistency across centres – while others are assessed through internally devised assignments. Grades are awarded on a Pass / Merit / Distinction basis for each unit and contribute to an overall qualification grade. Students do not take any exam based assessments on this course.

What skills will students develop?

Students will not only build a solid understanding of scientific concepts but also:

- Carry out practical scientific investigations and experiments
- Apply scientific methods safely and accurately
- Analyse and interpret data
- Develop problem-solving and critical thinking skills
- Communicate scientific information clearly
- Work collaboratively in laboratory and project environments
- Apply science to real-world or workplace problems

These transferable skills are highly valued in further education, employment, and the broader world of work.

What careers/degrees are available to students?

Completion of a BTEC Level 2 Applied Science qualification can lead to:

- Progression to Level 3 BTEC Applied Science
- Entry into science-related apprenticeships
- Roles in laboratory support, healthcare assistance, environmental science, forensic support, pharmacy services, and industrial science sectors

The qualification provides a pathway into further study and careers in scientific and technical sectors where practical science skills are valued.

ADDITIONAL STUDIES INVITATION-ONLY COURSE

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 students in achieving their potential in other subject areas

ARABIC A - IGCSE/ FIRST LANGUAGE

Exam Board – Cambridge IGCSE Arabic A (9-1) ([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 the ways in which language can be used.

Learning Arabic also develops more general analysis and communication skills, such as synthesis, inference, and the ability to order facts and present opinions effectively.

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

Paper 1 Writing (50 marks, 1 hour and 30 minutes) consists of two sections:

Section A, the student chooses one written form from (letter - Report - Dialogue) within 150 words.

Section B, lengthy writing within 250 words on one of the topics, between a descriptive, a narrative or a discursive question, and they will be required to write an extended answer of continuous prose.

Paper 2, Reading and Grammar (50 marks, 1 hour and 30 minutes) consists of three sections:

Section A, the student reads a short non-fiction text with gaps to be filled from multiple-choice options. The exercise tests understanding of grammatical usage in context.

In Section B, the student reads a short non-fiction text and answers a series of short-answer questions testing their understanding of the text. Candidates are then required to write a summary (of around 100 words) about an aspect or aspects of the text.

In Section C, the student reads a short fiction text and answers questions that test their understanding of grammar or rhetoric and that require answers of a single word or phrase. Candidates are also required to transform four sentences, using the given prompts.

What skills will students develop?

The course provides candidates with the opportunity to respond knowledgeably to a diverse range 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.

PAPER

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.

ARABIC B GCSE - ARABIC AS A SECOND LANGUAGE



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 - a 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 and 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.

ARABIC B GCSE - ARABIC AS A SECOND LANGUAGE



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 and 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 marks

Paper 4 - Writing in Arabic (Higher Tier)

Section A - 28 marks

Section B - 15 marks

Section C - 7 marks

Total of 50 marks

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 an 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 – Pearson Edexcel IGCSE Art & Design, Fine Art ([Specification here](#))

Why should students study Fine Art?

Fine Art can be defined as work developed primarily to communicate aesthetic, intellectual or purely conceptual ideas and meaning, rather than to serve a practical or commercial function. For example, work could be the outcome of personal experiences, thoughts and feelings, or simply observation and records of people, places and things in new and unique ways. Fine Art work will demonstrate an understanding and application of formal elements and creative skills, including mark-making. Students will use visual communication sensitively and thoughtfully to document their artistic journey and fully support their intentions.

What is the course content?

IGCSE Fine Art is one of the few subjects that 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. 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?

IGCSE Fine Art 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 the 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: AI Prompt Artist, Content Creator, Creative Services Manager, Arts and Cultural Engagement Specialist, Advertising Art Director, Animator, Architect, Art Editor, Art Exhibition Organizer- curator, Art Therapist, CAD Drafter, Cartographer, Cartoonist, Computer Games Designer, Jewellers, 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 – 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 a 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, 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.

BTEC CREATIVE MEDIA PRODUCTION



Exam Board – Pearson Edexcel 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

BTEC TRAVEL AND TOURISM



Exam Board – Pearson Edexcel 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 has 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 the world's climatic conditions affecting travel to worldwide destinations
- Learners are able to understand the effect of the worldwide time on travellers

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 the factors which impact 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, and tourism and sustainability; the latter is evidently gaining prestige and is increasing in terms of job opportunities.

BUSINESS STUDIES

Exam Board – Cambridge IGCSE Business Studies (A*-G) ([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

BUSINESS STUDIES (CONT.)

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

Exam Board – Cambridge IGCSE 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

DESIGN & TECHNOLOGY



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

DESIGN & TECHNOLOGY

(CONT.)

The non-exam assessment will contribute towards 50% of the students' overall mark. The NEA project in its entirety should take between 30 and 35 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, equivalent to 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 to 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, 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 – Pearson 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 – Pearson 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, 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 made by the Government. Economics allows you to understand how money flows through the economy, the causes 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

ECONOMICS (CONT.)

Exam Board – Pearson 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 the overall mark

Paper 2 - Macroeconomics & the Global Economy

- 80 marks
- 1 hour 30 mins
- Weighting: 50% of the 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 economic 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 the 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.

ENTERPRISE

Exam Board - IGCSE Enterprise ([Specification here](#))

Why should students study Enterprise?

Cambridge IGCSE Enterprise encourages learners to develop their understanding and the practical skills associated with the work environment and the running of a small enterprise. The syllabus provides the knowledge associated with running a small enterprise and an opportunity for learners to apply this knowledge practically and engagingly when running their own enterprise project. Learners are encouraged to study enterprise in a local as well as a global context while enhancing their skills of investigation, analysis, interpretation, evaluation and practical problem-solving.

What is the course content?

Paper 1

- Introduction to enterprise
- Setting up a new enterprise
- Enterprise skills
- Enterprise opportunities, risk, legal obligations and ethical considerations
- Negotiation
- Finance
- Business planning
- Markets and customers
- Help and support for the enterprise
- Communication.
-

Coursework

- Choosing a suitable project, including a formal written report of approximately
- Planning the project
- Planning to manage potential problems
- Planning for financing the project OR planning marketing communications.
- Using enterprise skills to implement the plan.
- Evaluating the project

How are students assessed?

Students will be assessed on two components of the course:

- Component 1 - Written Paper (50%)
- Component 2 - Coursework (50%)

What skills will students develop?

- Responsible: Students will learn to make ethical decisions and manage resources efficiently, fostering a sense of accountability in business environments.
- Reflective: They will develop the ability to critically evaluate their own work and decisions, leading to continuous improvement and self-awareness.
- Innovative: The course encourages creative thinking and problem-solving, enabling students to devise unique solutions and ideas in the world of enterprise.
- Engaged: Students will engage actively with real-world business challenges, understanding market dynamics and customer needs more deeply.
- Confident: Through hands-on experiences and practical learning, students will build confidence in their abilities to lead and execute business initiatives.

What careers/degrees are available to students?

- Entrepreneurship
- Business Management
- Marketing and Sales
- Finance and Accounting
- Human Resources
- Consultancy
- Retail Management
- E-commerce

FOOD PREPARATION AND NUTRITION



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

Why should students study Food Preparation and Nutrition?

Food Preparation and Nutrition provides learners with the essential knowledge, understanding, and practical skills necessary to prepare a variety of foods while applying key principles of food science, nutrition, and healthy eating. This course fosters critical thinking and decision-making, enabling students to make informed choices regarding food selection, preparation, and overall nutritional well-being.

GCSE Food Preparation and Nutrition is an engaging course that emphasises the development of practical cooking skills while providing students with a comprehensive understanding of nutrition, food provenance, and the functional properties of food ingredients. This course aims to equip students with both theoretical knowledge and hands-on experience, fostering a deep appreciation for the science behind food preparation and its nutritional implications.

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 is 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

FOOD PREPARATION AND NUTRITION (CONT.)

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

What skills will students develop?

A wide range of food preparation skills is 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, preparing, combining and shaping, sauce making, tenderising and marinating, 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 – Pearson 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.

HISTORY



Exam Board – Pearson 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, 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 who 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 for other disciplines, such as law. Please click the [link](#) to find a more in-depth range of career prospects.

Exam Board – Cambridge International GCSE Latin ([Specification here](#))

What skills will students develop?

- Language Analysis and Grammar: Understanding the structure and syntax of Latin, enhancing linguistic awareness and precision.
- Translation Skills: Translating Latin texts accurately into English, improving attention to detail and problem-solving.
- Vocabulary Building: Expanding knowledge of Latin vocabulary, which can also enrich English vocabulary, particularly in fields like law, medicine, and science.
- Critical Thinking: Analysing and interpreting literary texts, fostering reasoning and evaluative skills.
- Cultural Awareness: Gaining insights into Roman society, politics, mythology, and daily life, broadening historical and cultural understanding.
- Close Reading: Developing the ability to engage deeply with texts, interpreting meanings and identifying nuances.
- Comparative Analysis: Linking Latin texts and Roman culture to modern languages, history, and literature.
- Historical Understanding: Learning about the Roman Empire's influence on Western civilisation, connecting past and present.
- Literary Appreciation: Exploring themes, stylistic devices, and rhetorical techniques in Latin literature.
- Resilience and Perseverance: Grappling with the challenges of a complex language, building discipline and problem-solving confidence.

What careers/degrees are available to students?

- Law: Many legal terms have Latin roots, and studying Latin demonstrates strong analytical and linguistic skills.
- Medicine and Science: Latin forms the basis of much medical and scientific terminology, useful for careers in healthcare, biology, and research.
- History and Archaeology: Latin knowledge is invaluable for interpreting ancient texts, inscriptions, and artefacts.
- Education: Teaching Latin, Classics, or related subjects in schools or universities.
- Translation and Linguistics: Professional translation of ancient texts or linguistic research.
- Publishing and Editing: Roles involving editing or publishing historical or literary texts often benefit from Latin expertise.
- Politics and Diplomacy: Studying Latin develops critical thinking and persuasive communication, which are vital in politics and international relations.
- Library and Museum Work: Understanding Latin can be crucial for curators or librarians working with classical texts and artefacts.
- Writing and Journalism: A background in Latin improves understanding of etymology and literary devices, enriching writing and editing skills.
- Technology: Careers in coding and computational linguistics, where understanding language structure and logic is beneficial.

Degrees:

- Classics.
- Languages and Linguistics: Building a foundation for studying other languages or linguistics.
- History and Literature: Enriching historical and literary studies at advanced levels.
- Philosophy and Theology: Latin opens up primary sources in philosophical and theological studies.
- Law and Politics: Preparing for law degrees or political science with a strong foundation in analytical thinking and rhetoric.
- STEM Fields: Enhancing understanding of scientific and medical terminology.
- Cultural Studies and Art History: Providing insights into Roman and Western cultural heritage.

Exam Board – Cambridge International GCSE Latin ([Specification here](#))

Why should students study Latin at IGCSE?

The Cambridge Latin IGCSE is highly beneficial for students as it develops critical thinking, problem-solving, and analytical skills through language learning and translation. By studying Latin, students gain a deeper understanding of the roots of English vocabulary and grammar, improving their linguistic proficiency.

The course also introduces students to Roman culture, literature, and history, enriching their appreciation of classical civilisation and its influence on the modern world. Furthermore, the rigorous nature of Latin enhances cognitive abilities, attention to detail, and discipline, which are valuable across academic and professional fields. This makes the Cambridge Latin IGCSE an excellent foundation for future studies.

What is the course content?

The Cambridge IGCSE Latin syllabus places equal emphasis on the study of the Latin language and the study of Latin prose and verse literature in its social and historical context. There is no prescribed course content for this course. However, here at WIS we are following the Cambridge Latin Course, Books I and II, which will teach the students all the Language needed to complete the GCSE.

For verse and prose, we will study the following prescribed texts:

Verse

Virgil, *Aeneid* Book 11, lines 532–596 (*velocem interea ... turbine corpus*), lines 648–698 (*at medias ... ora cerebro*) and lines 768–831 (*forte sacer ... sub umbras*).

No particular edition is specified as availability differs widely between countries.

Prose

Two Centuries of Roman Prose, eds. E C Kennedy and A R Davis (Bristol Classical Press, 1972 (later editions are also available) or Bloomsbury Publishing, 1998)

Sallust, *Caesar and Cato Compared*. Chapter 11, Catiline 53, 6 and 54. (BCP, pages 100–106.)

Pliny, *Convalescence of a Sick Slave*. Chapter 15(b), (5, 19). (BCP, pages 122–124.)

Tacitus, *A Murder Ship Miscalculates*. Chapter 16, Annals XIV, 3–5. (BCP, pages 124–131.)

How are students assessed?

All candidates take two components - candidates will be eligible for grades A* to G.

All candidates take:

Paper 1	1 hour 30 minutes
Language	50%
160 marks	
<ul style="list-style-type: none">There are two sections in this paper.In Section A, candidates translate a passage of Latin prose into English.In Section B, candidates answer comprehension questions on a passage of Latin prose and give four English words which derive from given Latin words.	

Externally assessed

and:

Paper 2	1 hour 30 minutes
Literature	50%
80 marks	
<ul style="list-style-type: none">Candidates answer questions on the prescribed texts.Questions test comprehension, translation, scansion and appreciation of the literature.	

Externally assessed

MEDIA STUDIES



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 are 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

MODERN FOREIGN LANGUAGES - FRENCH



Exam Board – Pearson 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

MODERN FOREIGN LANGUAGES - FRENCH (CONT.)

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 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.

MODERN FOREIGN LANGUAGES - GERMAN



Exam Board – Pearson 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

MODERN FOREIGN LANGUAGES - GERMAN (CONT.)

Exam Board – Pearson 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 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 – Pearson 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

MODERN FOREIGN LANGUAGES - SPANISH (CONT.)

Exam Board – Pearson 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 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.

MUSIC



Exam Board – Pearson 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 the 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 of 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.

PHOTOGRAPHY



Exam Board – Pearson Edexcel Art & Design: Photography ([Specification here](#))

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 on 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 that 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 the 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 - Pearson Edexcel GCSE Physical Education (Full Course) [\(Specification here\)](#) [\(Practical Specification\)](#)

Why should students study GCSE Physical Education (PE)?

Pearson Edexcel GCSE Physical Education (PE) Full Course offers students a comprehensive understanding of physical activity and its impact on health, fitness, and performance. By combining theory with practical application, students explore topics such as anatomy and physiology, sports psychology, and socio-cultural influences in sport. This balance of physical skill development and academic study equips students with critical thinking and analytical skills while encouraging a healthy, active lifestyle. It also provides a foundation for further studies in sports science, physiotherapy, or coaching.

Beyond academic and physical benefits, GCSE PE fosters teamwork, communication, and leadership skills through collaborative activities and competitive sport. It's an excellent choice for students passionate about sport or those seeking a versatile qualification that opens doors to careers in health, fitness, and sports-related fields. Moreover, the course encourages lifelong engagement in physical activity, promoting physical and mental well-being.

The Edexcel GCSE Physical Education (PE) Full Course consists of two key components: theoretical knowledge and practical performance. Each component contributes significantly to the final grade and provides students with a blend of academic and practical skills.

What is the course content?

1. Theoretical Component (60% of the total grade):

- Fitness and Body Systems (36%):
 - This section includes topics like anatomy and physiology, movement analysis, physical training, and the use of data. It explores how the body functions during physical activity and how to improve performance through training and recovery.
- Health and Performance (24%):
 - This section covers health, fitness, and well-being, sports psychology, socio-cultural influences, and the role of technology in sport. It helps students understand the wider impact of sport on society and individual behaviour.

2. Practical Component (30% of the total grade):

- Students are assessed in three physical activities:
 - One team activity (e.g., football, basketball).
 - One individual activity (e.g., swimming, athletics).
 - One activity from either category.
- Practical performance includes the application of skills, techniques, and tactics in competitive scenarios.
- Students also complete a Personal Exercise Programme (PEP), demonstrating their ability to plan, execute, and evaluate a training program aimed at improving performance.

3. Coursework Component (10% of the total grade):

- Students complete a Personal Exercise Programme (PEP) where they are required to plan, analyse and evaluate the effectiveness of a 6-8 week training programme that aims to optimise performance in a chosen sporting activity.

How are students assessed?

1. Two Written Exams (60%):

- Paper 1: Fitness and Body Systems (90 minutes)
- Paper 2: Health and Performance (60 minutes)
- These exams include multiple-choice, short-answer, and extended-answer questions to assess theoretical knowledge and understanding.

2. Practical Performance and Coursework (40%):

- Performance is assessed in three sporting activities, scored out of 35 marks each.
- The PEP coursework is marked out of 20, evaluating planning, analysis, and evaluation of a training program.

This blend of theoretical knowledge and practical skill development ensures students gain a deep understanding of physical education while preparing for further education or careers in sport, fitness, or health-related fields.

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Exam Board – Pearson 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 behaviour and child development. Being able to think critically and to combine deep understanding with personal engagement will allow 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 behaviour occurs, but also by being able to apply theoretical concepts and study explanations of behaviour. Students have access to a wide selection of learning methods and skill developments through presenting, creating, independence, 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?

PSYCHOLOGY (CONT.)

Exam Board – Pearson 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.



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 FAMILY FIRST



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